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

Spring 2017
EDSE 503 638: Language Development and Reading
CRN: 21147, 3 – Credits

Instructor: Dr. Tiffany Brocious	**Meeting Dates**: 03/15/17 – 05/17/17
Phone: (540) 539-4910	**Meeting Day(s)**: Wednesday
E-Mail: tbrocio2@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: By Appointment	**Meeting Location**: LCPS Admin Building, 21000 Education Court, Ashburn, VA 20148
Office Location: LCPS Admin. Bdg.	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/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.
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
[*hybrid- Instructor will provide guidance via Blackboard as to which assignments will need to be completed. You will need a computer and internet access.*]
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

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, 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

(1) Jennings, Caldwell & Lerner, <u>*Reading Problems: Assessment & Teaching Strategies*</u>, 7th edition, Pearson, ISBN 9780132837804
(2) Berkeley & Barber, <u>*Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*</u>, 1st edition, Brookes Publishing, ISBN 9781598573060
(3) Fox, *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092

Recommended Textbooks

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

Required Resources

Dr. Brocious will provide you with a version of the Jennings Informal Inventory (IRI) to use for student assessment.

Additional Readings

As assigned by instructor.

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 Reading Assessment Report requires selection of 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 they have a youngster to work with during the semester for this assignment.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session. (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 parent/teacher/ or service provider.

- 1st meeting- Collect information about your student.
- 2nd and 3rd meetings- Conduct IRI

- 4th and 5th meetings- Collect information using additional skills assessments you have selected.

College Wide Common Assessment (Tk20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required.)
1. Completion of Fox Text Chapters (20 points)- Pages are assigned each week and instructor will check that answers have been written in the book for the chapters assigned. 3 points will be deducted each week assigned chapters are not completed.

2. Weekly Quiz or Group Work on Reading Chapters (20 points)- Each week, students will be given a quiz on assigned reading chapters. Each quiz will have 3 questions for a total of 3 points each.

*3. Class Participation (20 points)-*In each class, there will be numerous activities for students to engage in conversations, collaborative learning, and presentations.

4. Final Exam (5 points)- The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Other Assignments
Interview and Observation of Reading Specialist (15 points)- Students are expected to observe a reading specialist with a group of students for a minimum of one reading group session. Following the observation, students will interview reading specialists on record keeping and progress monitoring. Information from the observation and interview will be written in APA format with the name of the teacher unidentified. Please see rubric for this assignment in Appendix.

Course Policies and Expectations
Attendance/Participation
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long**

as the instructor is notified before the class session. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!* Two or more unexcused absences will result in no credit for this course.**

Late Work
All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Grading Scale
A= 95-100%
A-= 90-94%
B+= 87-89%
B= 80-86%
C+=77-79%
C= 70-76%
F= 69% and below

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 must 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.

Date	Topic/Discussion	Due for next session
March 15 Session #1 Live	Introduction Overview of Course Syllabus RVE Discussion of Reading Specialist Interview Chapter 1 Jennings *Overview of Reading and Reading Problems/ Recent Influences on the Teaching of Reading/ Key Elements of Teaching Reading* Chapter 1 Berkeley *What is Comprehension?* Purpose of Reading Reading Strategies Overview of How Texts are Arranged	Read Chapters 2-3 Jennings Chapters 2 & 4 Berkeley Complete pp. 11-28 of Fox Text
March 22 Session #2 Live	Chapter 2 Jennings *Factors Associated with Reading Problems/ Neurological and Cognitive Factors/Environmental Factors/ Intelligence and Intellectual Factors/Language Factors/Physical Factors* Chapter 3 Jennings *Gathering Data to Develop Students' Literacy Profile/ Information About the Environment/Information About the Individual/ Methods of Collecting Information* Chapter 2 Berkeley *Basic Reading Skills* Chapter 4 Berkeley *Teach to Activiate Students' Prior Knowledge and Help Them Make Connections*	Read Chapters 4-5 Jennings and Chapter 5 & 8 Berkeley Complete pp. 29-70 of Fox Text

Date	Topic/Discussion	Due for next session
March 29 Session #3 Live	Chapter 4 Jennings *Norm-Referenced and Crterion-Referenced Assessments* Chapter 5 Jennings *Administereing an Informal Reading Inventory*/ *Problems with Emergent Literacy/ Problems with Word Recognition Accuracy/ Problems with Reading Fluency/ Problems with Comprehension/ Problems with Language Meaning Vocabulary* Discuss IRI Inventory Chapter 5 Berkeley- *Teach Students to Ask and Answer Questions* Chapter 8 Berkeley *Motivation and the Struggling Reader* Spelling Inventory Spelling Stages DRA/ PALS Vocabulary Strategies	Read Chapters 6-9 Jennings Complete pp. 71-117 in Fox Text Interview with Reading Specialist Due 4:00 PM April 13 Complete pp. 93-118 in Fox Text
April 7 Session #5 Live	Chapter 6 Jennings *Providing Instruction and Intervention Strategies* Chapter 7 Jennings *Early Literacy Concepts*/*Strategies to Develop Early Literacy Groups* Jennings Chapter 8 *Improving Word Knowledge: Word Recognition*/ *Stages/ Strategies/ Phonics/ Phonics Strategies* Jennings Chapter 9 *Improving Word Knowledge: Fluency*/ *Assessing, Strategies for Fluency/ Strategies for Sight Words* Running Records Sight Words Activities Graphic Organizers Fluency Strategies	Read Chapter 10-12 Jennings and Chapter 3 & 6 Berkeley Complete pp. 118-156 in Fox Text
April 12 Session #5 Online	You will meet with your student to give the spelling inventory and the IRI and interview your Reading Specialist	

Date	Topic/Discussion	Due for next session
April 19 Session #6 Live	Jennings Chapter 10 _Vocabulary Development and Listening Comprehension_/ Importance of Language to Meaning/ Assessing Language Abilities/ Conditions that Foster Language Learning/ Listening Comprehension/ Meaning Vocabulary Jennings Chapter 11 _Comprehension of Narrative Text_/ Effective Reading Comprehension/ Comprehending Narrative Materials/ Assessing Abilities with Narrative Text/ A Strategic Approach to Teaching Reading Comprehension/ During Reading & After Reading Comprehension Jennings Chapter 12 _Comprehension of Informational Text_/ Organization/ Text and Grade-Level/ Strategies Berkeley Chapter 3 _Teach Vocabulary_ Berkeley Chapter 6 _Teach Students to Recognize Text Structure_ SIOP Activity on Phonemes Tiers of Vocabulary Cemetery Path Activity with 7 Keys to Comprehension	Read Chapters 13-14 in Jennings Read Chapter 7 in Berkeley Complete pp. 157-166 in Fox Text
April 26 Session #7 Online	You will complete your Performance-Based Assessment.	**TK Submission by 4:00 PM on May 5.**
May 3 Session #8 Live	Jennings Chapter 13 _Integrating Reading and Writing_/ Writing Instruction/ Strategies for Integrating Reading and Writing Jennings Chapter 14 _Literacy Instruction for Diverse Learners_/ ELL/ Families/ Adolescents Berkeley Chapter 7- **Teach Students to Read Strategically and Monitor Their Comprehension** RVE Review Fox Test- Posttest in Class Human Paragraph Sample Problem-Solving RVE Questions	Fox Post-test Read Chapter 16 Jennings
May 10 Session #9 Live	**Final Exam**	

Date	Topic/Discussion	Due for next session
May 17 Session #10 Live	Jennings Chapter 16 *Literacy Support as a Collaborative Process*/ *Changing Roles of Reading Specialists*/ *Role of Rdg. Spec. in Assessment & Instruction* Technology Integration with Reading Across the Content Areas	

Assessment Rubric(s)

See attachment.

Appendix

Reading Specialist Interview/Observation

Date, time, and grade level of observation is identified.	1 point
Each activity observed in the group lesson is identified along with the number of minutes for each activity.	5 points
4 questions are developed for the interview regarding daily data collection and progress monitoring.	4 points
Answers to questions are thoroughly answered with examples.	4 points
Teacher's name remains anonymous	1 point
Total	15 points