



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

Spring 2017

EDSE 562 640: Foundations of Reading Instruction for Students with Specific
Learning Disabilities

CRN: 22574, 3 - Credits

Instructor: Dr. Judith Fontana, Dr. Harolynn Wiley, & Dr. Katherine Nutt	Meeting Dates: 01/10/17 – 03/07/17
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E-Mail: jfontan1@gmu.edu ; knutt@gmu.edu ; hwiley@gmu.edu	Meeting Time(s): 4:30pm – 9:00pm
Office Hours: by appointment, please email to schedule face to face or phone conference	Meeting Location: Loudoun County Rock Ridge HS 43460 Reservation Drive, Ashburn VA

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Examines the characteristics of students with specific learning disabilities who demonstrate severe deficits in reading and written language. Addresses language development from an anatomical, physiological, and social perspective. Provides essential knowledge in language development. Examines the legislation that addresses the rights of students with disabilities.

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.

Advising Tip:

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Nature of Course Delivery:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes (Aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)

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

1. Understand and explain the language processing requirements of proficient reading and writing.
2. Understand and explain other aspects of cognition and behavior that affect reading and writing.
3. Define and identify environmental, cultural, and social factors that contribute to literacy development.
4. Know and identify phases in the typical development progression of skills related to reading.
5. Understand and explain the known causal relationship among components of reading.
6. Know and explain how the relationships among the major components of literacy development change with reading development.
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.
8. Understand the most common intrinsic differences between good and poor readers.
9. Recognize the tenets of the NICHD/IDA definition of dyslexia
10. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
11. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities.
12. Identify how symptoms of reading difficulty may change over time.

13. Understand federal and state laws that pertain to learning disabilities.

Required Textbooks

Mather, N., & Wendling B. J. (2012). *Essentials of Dyslexia assessment and intervention*. Wiley: Hoboken, NJ.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.

National Research Council: Preventing Reading Failure in Young Children (1998).

<http://www.nap.edu/read/6023/chapter/1> You may download a pdf version of this book at no cost. (retrieved 7/27/16)

National Reading Panel Report (2000).

<http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf> You may download a pdf version of this book at no cost. (retrieved 7/27/16)

Recommended Textbooks and Resources

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition) (2009). Washington, DC: American Psychological Association

Dyslexia Toolkit (2012) This guide for parents provides basic information about dyslexia, common warning signs, and information on how to support your child with dyslexia at home and at school, using audio books and digital books, and accommodating students with dyslexia. (National Center for Learning Disabilities). <http://www.readingrockets.org/guides/dyslexia-toolkit> (retrieved 7/27/16)

The IDA Knowledge and Practice Standards for Teachers of Reading define what all teachers of reading need to know and be able to do to teach all students to read proficiently. The IDA Standards were written for two main audiences: classroom educators and dyslexia specialists. IDA has written separate narratives for each audience <https://app.box.com/s/ex1psv12zdg61vz7j4b6rsln7zsgtxii> Teachers of Reading with Commentary for Dyslexia specialists. (retrieved 8/4/16).

Additional Readings

Readings not in required textbooks will be noted in the class schedule and available via link or text on Blackboard

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this

course include those related to A: Foundation Concepts about Oral and Written Language and C: Knowledge of Dyslexia and Other Learning Disorders.

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.

Attendance and Participation (10 points): Attendance is critical and class time will provide opportunities for (a) demonstration, (b) hands-on activities, (c) reflection on readings, class activities and assignments, and (d) applications or extensions related to assigned readings. Active participation in all activities is expected and will be evaluated. In-class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time.

Each student is allowed one absence with no deductions. Two tardy/early departures are equal to 1 absence. Beyond that, one point will be deducted for each absence, up to a total of 10 points. Please communicate with your instructor as soon as possible prior to any/all tardiness and absences.

Class Participation Rubric:

Excellent: 9-10 points The student actively questions, observes and reflects on readings and discussions They participate actively in class or in online small group activities.

Competent: 7-8 points The student occasionally questions, observes and reflects on readings and discussions. They infrequently participate in class or in online small group activities.

Minimal: 5-6 points The Student seldom questions, observes and reflects on readings and discussions. They seldom if ever participate actively in class or online small group activities.

Late Work.

Assignments are due on the date indicated in the syllabus. Rubrics indicate deductions for tardy assignments. If your instructor changes the due date for reasons related to inclement weather, student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

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 *Student Case Study Analysis* 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

A	95-100
A-	90-94
B+	86-89
B	80-85
C	70-79
F	below 70

A grade of A or A- indicates that a student has performed at an exemplary level. The A range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic requirements of the course.

Details including grading rubrics are located in the Appendix They will also be posted on Blackboard within the syllabus.

Assignments

Performance-based Assessment (Tk20 submission required).

1. Student Case Study Analysis 30 points Due: _____

Given case study material, students will:

- a. Match student responses and learning behavior to phases in language and literacy development.
- b. Explain how a weakness in identified component skills may affect other related skills and process across time.
- c. Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade.
- d. Identify the most salient instructional needs of the student.

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

Not Applicable to this course.

Other Assignments.

- 2 Jigsaw activity-** Understanding dyslexia: Characteristics of dyslexia and other learning disabilities related to literacy. **25 points Due Part 1- Steps 1&2 Due ____, Part 2 – Step 3- due ____, Part 2 Steps 4&5 Due _____**

3. Legislative Protections brochure or pamphlet that explains the most fundamental provisions of federal and state laws pertaining to students with disabilities. The target audience should be families. **15 points** **Due:**

4. Essay - Describe the components of a comprehensive reading program. Explain how each component is reliant upon and supports the other components. **20 points**

Schedule

Class #	Topics/Module	Readings & Resources	Due this session
1 LO 13 Jan. 10	<ul style="list-style-type: none"> • Team Building • Syllabus review • Mindset/Neuro-plasticity and implications for instruction • Learning disabilities and legislation. State and Federal Laws pertaining to students with disabilities (pertains to assignment 3) 	<ul style="list-style-type: none"> • Mindset/Neuro-plasticity and implication for instruction Lecture, video(s) and guided Instruction Ticket out. • USDOE policy statement on dyslexia Provided in class http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf <p>determine teams for Legislative Protections assignment</p>	N/A
2 LO 1,2 Jan. 17	<ul style="list-style-type: none"> • Language Development: Anatomical and physiological basis of speech and language, reading and writing (LO: 1,2) • Language processing prerequisites for reading and writing (LO:1, IDA A 1) 	<p>Moats (2010) Chapter 1: Why Study Language?</p> <p>Available on Blackboard</p> <ul style="list-style-type: none"> • Polloway, Smith and Miller (2004) Chapter 2: Language Development from Infancy Through Adolescence. P. 15-53. 	N/A

Class #	Topics/Module	Readings & Resources	Due this session
3 LO 1,2 ,4 Jan. 24	<ul style="list-style-type: none"> • Language Development: Typical and atypical language; Environmental, social, cultural influences • Phases in typical developmental progression of skills related to reading • FRAME basics in the Notetaking template required for HW. 	<p>Available on Blackboard</p> <ul style="list-style-type: none"> • Readings in Hart & Risley (1995) • Additional articles on atypical language development 	<p>Submit hardcopy in class.</p> <p>Legislative Protections for students with disabilities pamphlet/brochure due.</p>
4 LO 3,4,5 Jan. 31	<p>Social, environmental and cultural factors that contribute to literacy development</p>	<p>Preventing Reading Failure (1998) American Academy of Sciences (online-free) Chapter 4 pages 100-108 and 119-133 Chapter 5 Read and take notes on your assigned portion of the chapter. In class you will compare and share your notes.</p> <p>(Chapter 3 will be addressed in class)</p>	

Class #	Topics/Module	Readings & Resources	Due this session
5 LO 5,6,7 Feb. 7	<ul style="list-style-type: none"> • Literacy Instruction in the US: Overview The Reading Wars, Whole Language • Role and impact of the NRP • Comprehensive Literacy Instruction <ul style="list-style-type: none"> ○ Student Situation Analysis (case studies) 	<p>National Reading Panel Report : Executive Summary (online FREE) https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf link is to the entire document. Read only the introduction pages 1-3, and the executive summaries in chapters 2,3, and 4. Pages are noted in the Table of Contents)</p> <p>Preventing Reading Failure (1998) American Academy of Sciences</p> <ul style="list-style-type: none"> • Chapter 2 Process of Learning to Read. <p>Optional: Content will be covered in class.</p> <p>Brief overview: Note-there are 3 pages (History of Reading, Instruction, other linguistic models of Eng. Spelling.) http://www.k12academics.com/reading-education-united-states/history-reading-education-us#.VumNC0Aeqex</p> <p>Examining the Historical Context for Teaching Reading. Pages 8-25 20th century + (pages 1-8 optional) http://ptgmedia.pearsoncmg.com/images/9780137055395/downloads/Vogt_Shearer_Ch_1.pdf</p>	
6 Feb. 14	<ul style="list-style-type: none"> • Jig Saw Week • Groups will be organized NLT- Jan 24th. • NLT- Articles will be assigned by Jan 24th 	<p>Due dates:</p> <p>Parts 1 & 2 Jan 31st Part 3 Due Feb 14th Part 4 Due Feb. 21 Part 5 Due Feb 21 (hard copies had in class)</p>	

Class #	Topics/Module	Readings & Resources	Due this session
7 LO:8,9,10,11,12 Feb. 21	<ul style="list-style-type: none"> • Understanding Dyslexia: <ul style="list-style-type: none"> ○ Historical perspective ○ Define ○ Prevalence ○ Diagnosis • The impact on literacy across other content areas <ul style="list-style-type: none"> ○ Student Situation Analysis (case studies) 	Read Chapters 1-2 in Mather & Wendling (2012). Available on Blackboard: <ul style="list-style-type: none"> • Moats & Dakin (2008) <i>Basic Facts about Dyslexia</i> p 9-24 	
8 LO 8,9,10,11,12 Feb. 28	<ul style="list-style-type: none"> • Common intrinsic differences between proficient and struggling readers. • Definition and severity continuum of dyslexia <ul style="list-style-type: none"> ○ Including Dyslexia and SLD • Readers changing instructional needs <ul style="list-style-type: none"> ○ Student situation Analysis (case Studies) 	Review: Chapters 3-4 in Mather & Wendling (2012).	Due: Essay on the components of a comprehensive reading program.
9 March 7	PBA will be done in class	PBA: Bring oar have access to a computer You will need to submit your response directly to TK20 on the Blackboard site. Share and share alike Please bring a hard copy of your Legislative information assignment	

Assessment Rubric

DESIGNATED PERFORMANCE-BASED ASSESSMENT

Case Study Analysis Quality Indicators

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Match student responses and learning behavior to phases in language and literacy development. (IDA, A4)	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas	Candidate does not identify any accurate one to one matches between student responses and learning behavior and development in areas of phonology,

	of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language and provides rationale.	of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language.	phonics and word recognition, fluency, vocabulary, comprehension, and written language OR does not identify matches in all areas.
Explain how a weakness in identified component skills may affect other related skills and process across time. (IDA, A5)	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills. AND provides evidence of how these impacts will affect school performance.	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills.	Candidate DOES NOT explain the impact of weaknesses OR does not explain the impact of weaknesses in every identified component skill on related literacy and language skills.
Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade. (IDA A7)	Candidate provides accurate explanation for meeting/not meeting student goals that includes evidence from case study and links to research findings.	Candidate provides accurate explanation for meeting/not meeting student goals that includes evidence from case study.	Candidate DOES NOT provide accurate explanation for meeting/not meeting student goals that includes evidence from case study OR does not include evidence.
Identify the most salient instructional needs of the student. (IDA A6)	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study AND articulates the appropriate level of intensity of instruction needed.	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study.	Candidate DOES NOT identify and describe instructional needs of student OR identified instructional needs are not appropriate for case study student.