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

Spring 2017
EDSE 564 635: Phonology, Phonics, and Fluency for Students with Specific Learning Disabilities
CRN: 22573, 3 – Credits

Instructor: Dr. Judith Fontana, Dr. & Dr. Katherine Nutt	**Meeting Dates**: 2/15/2017 – 04/19/2017
Phone: (703) 993-4496, e-mail preferred	**Meeting Day(s)**: Wednesdays
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**: Fauquier County Public Schools Location
Office Location: Fairfax**,** Krug Hall	**Other Phone**: N/A

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
Evaluates phonology, phonics, and fluency skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas.

Prerequisite(s) EDSE 563
Co-requisite(s) EDSE 566. Using a diagnostic prescriptive model, students will apply methods and techniques learned in EDSE 564 thus demonstrating competencies for teaching students with specific learning disabilities in reading, as described in the International Dyslexia Association's Knowledge and Practice Standards.

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.

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. Electronic supplements and activities via Blackboard

Field Experience:
The practicum will be accomplished via a supervised reading clinic.

Learner Outcomes (aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading) Students will:
1. Identify the general and specific goals of phonological skill instruction.
2. Know the progression of phonological skill development.
3. Identify the differences among various phonological manipulations.
4. Understand the principles of phonological skill instruction.
5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
6. Understand the phonological features of a second language.
7. Know or recognize how to order phonics concepts from easier to more difficult.
8. Understand principles of explicit and direct teaching.
9. State the rationale for multisensory and multimodal techniques.
10. Know the routines of a complete lesson format.
11. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
12. Understand the role of fluency.
13. Understand reading fluency as a stage of normal reading development.
14. Define and identify examples of text at a student's frustration, instructional, and independent reading level.
15. Know sources of activities for building fluency in component reading skills.
16. Know which instructional activities and approaches are most likely to improve fluency outcomes.
17. Understand techniques to enhance student motivation to read.

18. Understand appropriate uses of assistive technology.
19. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
20. Know the range of skills typically assessed by diagnostic surveys.

Course Relationship 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 D: Interpretation and Administration of Assessments for Planning Instruction, E-1: Structured Language Teaching: Phonology, E-2: Structured Language Teaching: Phonics and Word Recognition, and E-3: Structured Language Teaching: Fluent, Automatic Reading of Text. A: Foundation Concepts about Oral and Written Language and C: Knowledge of Dyslexia and Other Learning Disorders.

Required Textbooks

Bloom, F. & Traub, N. (2005) Recipe for Reading: Intervention Strategies for Struggling Readers. Cambridge: Educator's Publishing Service.

Phoneme Grapheme Card Pack Large (IMSE)

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3. http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21

Mather, N. & Wendling, B.J.(2012). Essentials of Dyslexia Assessment and Intervention. Hoboken, N.J.: John Wiley & Sons Inc. (used in EDSE 562,563)

Recommended Textbooks

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

Required Resources

Blackboard: This course will be delivered face to face and on GMU's Blackboard platform. In addition, required readings are posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

Group Work: In addition to in class group work, students will use Blackboard Collaborate and Blackboard Discussion Boards to complete assignments. If you are not familiar with Collaborate or the Discussion Boards, please complete a tutorial available on Blackboard.

Email: Students are required to activate, monitor, and use their GMU email accounts when corresponding in and about the course. Per university policy in compliance with federal law, faculty will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts. Any announcements regarding the course will be sent to your GMU account and will appear on Blackboard. Faculty will attempt to respond to individual emails within 48 hours, excluding weekends.

Additional Readings
Additional readings will be posted on Blackboard.

Course Performance Evaluation
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 564, the required PBA is *Case Study Analyses*. 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)
Case Study Analysis
Using assessment data from a case study presented to candidates of a student with a specific learning disability in reading, the candidate will interpret findings, plan for progress monitoring, and design targeted instruction.
1. Using case study data, accurately interpret a test and subtest scores to describe a student's patterns of strengths and weaknesses and instructional needs in the areas of phonology, phonics and word recognition, and fluency.
   a. Provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
   b. Recommendations for Accommodation
Consider the assessment results and make a judgment about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.
   c. Recommendations for Instruction
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

       d. Identify one goal for each of the areas of phonology, phonics and word recognition, and fluency.

2. Instruction
       a. Using the three goals for individualized instruction as your guide, describe a general plan for individualized instruction for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.
       b. Design three complete lesson plans, using information from the course. One lesson should address phonology; another phonics and word recognition, and another fluency.

Progress monitoring
       a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures) to monitor the progress of the student toward the two goals you identified.
       b. Describe the probes and procedures (in brief form) that you would like to use.
       c. Identify the frequency of your assessment and how you would use the information gathered.
       d. Identify how you would make decisions about instruction based upon the data gathered.

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

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

Other Assignments
Test Review Activity—Candidates will review standardized tests and subtests related to phonology, phonics and word recognition, and fluency. In an essay critique, candidates will identify rationale, purposes, scores, and instructional information for at least two standardized reading tests. In addition, candidates will comment on feasibility and use of information in structured supplemental instruction.

Assistive Technology—Candidates will review and evaluate a variety of assistive technologies for reading. Candidates will identify purpose, contextual needs, and cost of devices, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the impact of the use of the device on long-term reading outcomes for students with learning disabilities.

Course Policies and Expectations
Attendance/Participation
Attendance and Participation (25 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 tardy and absences.

Class Participation Rubric:

Excellent (9-10)	Competent (7- 8)	Minimal (5-6)
The student:	The student:	The student:
• Actively questions, observes and reflects on readings and discussions	• Occasionally questions, observes and reflects on readings and discussions	• Seldom questions, observes and reflects on readings and discussions
• Participates actively In small group activities	• Participates actively In small group activities	• Does not participate actively In small group activities

Late Work
Assignments are due on the date indicated in the syllabus. If your instructor changes the due date for reasons related to 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. Work turned in late will incur a 10% point deduction for each day late.

Grading Scale

Graduate Grading Scale	
A	95-100%
A-	90-94%
B+	86-89%
B	80-85%
C	70-79%
F	Below 70%

Grades of A and A-
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; and 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 course requirements.

Evaluation:

Assignments/Grading	Points
Class Attendance and Participation	25
1. Test Review Activity	15
2. Assistive Technology Review Activity	15
3. *Designated Performance-Case Study Analysis and Instructional Plan	45
TOTAL	100

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.

Schedule

Class #	Topic(s)	Readings/Resources	Assignments due
1 2/15 LO 1, 2, 3, 4	Syllabus review • Principles of direct explicit instruction • Rationale for multi-sensory, multi-modal instruction • Concept of frustration-instructional & independent reading levels • Organizing Lessons for Multi-sensory phonics Inst. • Introduction to Instructional Assessment	Ferrell & Sherman in Birsh (2011) Chapter 2 Multi-sensory Structured Language Instruction. **BB** Magliaro, Lockee & Burton (2005). Direct Instruction Revisited: A Key Model for Instructional Technology. **BB**	

2
2/22
LO 5,6,7
	• Formal and informal assessments:
	   o phonological/phonemic awareness
	   o Spelling
	   o Word recognition
	   o Handwriting
		Mather & Wendling (2012) Chapter 5 & 6
		Please bring copies of the Assessments you use in your school(this will be organized ahead of class)
		Please download and bring hard copies of:
		• Critchlow Spanish Verbal Language Scale **BB**
		• CORE Spanish Phonemic Awareness test **BB**
		• Gallistel-Ellis Test of Coding Skills **BB**	

3 3/1 Expand LO 5,6,7 LO 10,11, 12, 13, 15	Part 1: Scaffolding data-driven multisensory instructional techniques integrating • phonological/phonemic awareness& phonics • Spelling • Word recognition • Handwriting	Mather & Wendling (2012) chapter 7 & 8 IES Practice Guide p 1-38.	
4 3/8 Expand LO 5,6,7 LO 11,12,13, 15	Part 2: Scaffolding data-driven Multi-sensory Instructional techniques integrating • Phonological/ phonemic awareness & phonics • Spelling • Word recognition • Handwriting	Wolf, B. J. in Birsh (2011) Chapter 7 Teaching Handwriting **BB** Resource: https://www.readinga-z.com/alphabet/letter-formation-practice-sheets/	
5 3/15 LO 7 , 8	Assistive Technology to enhance access and learning	Mather & Wendling Chapter 10	

6 3/22 LO 8, 16,17,18,	• Formal and informal assessments: o Fluency o Vocabulary knowledge o Comprehension	Mather & Wendling (2012) Review Chapter 6 section on fluency	**Assistive technology Review Due**
7 3/29 LO 18,19,20, 21,22,23,	Multi-sensory & other Instructional techniques vocabulary knowledge, spelling, fluency, comprehension	Mather & Wendling (2012) chapter 9 Palumbo & Willcutt in Samuels & Farstrup (2006) Perspectives on Fluency ELLS and Students with Dyslexia **BB**	
8 4/5 LO 18,19,20, 21,22,23,	Multi-sensory & other Instructional techniques vocabulary knowledge, spelling, fluency & comprehension	TBD	
Spring Break No Class			
9 4/19 LO			

Assessment Rubric(s)
*DESIGNATED PERFORMANCE-BASED ASSESSMENT

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have. (IDA D5)	Candidate writes report that clearly and accurately summarizes a student's current skills in phonology, phonics and word recognition, and fluency AND includes educational implications of current performance.	Candidate writes report that clearly and accurately summarizes a student's current skills in phonology, phonics and word recognition, and fluency.	Candidate writes report that is NOT ACCURATE in summarizing student's current skills OR does not include one or more of the following areas: phonology, phonics and word recognition, or fluency.
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. (IDA D6)	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data Candidate provides data-based rationale for each recommendation.	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data.	Candidate writes inappropriate OR irrelevant OR general recommendations for instruction and educational programming based on assessment data.

	EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
	3	2	1
Design three complete lesson plans (phonology) (E-1:1-4)	Candidate designs a lesson that includes: • Explicitly stated goal for the activity with link to data • Activities that match a student's developmental level of phonological skill with justification. • Activities that identify, match, blend, segment, substitute, and delete sounds. • Activities to teach articulatory features of phonemes and words with link to data. • Choices of minimally contrasting pairs of sounds and words • Manipulative materials and movement	Candidate designs a lesson that includes: • Explicitly stated goal for the activity • Activities that match a student's developmental level of phonological skill. • Activities that identify, match, blend, segment, substitute, and delete sounds. • Activities to teach articulatory features of phonemes and words • Choices of minimally contrasting pairs of sounds and words • Manipulative materials and movement	Candidate designs a lesson that includes: • NO Explicitly stated goal for the activity • Activities that DO NOT match a student's developmental level of phonological skill. • Activities that identify, match, blend, segment, substitute, OR delete sounds. • NO Activities OR activities that are unclear to teach articulatory features of phonemes and words • Choices of contrasting pairs of sounds and words • NO Manipulative materials and movement

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Design three complete lesson plans (phonics and word recognition) (IDA E-2: 2-4)	Candidate designs a lesson that includes: • Explicitly and effectively teaching concepts of word recognition and phonics AND links to student data • Simultaneous use of two or three learning modalities • All steps in a decoding lesson, including single-word reading and connected text AND describes cumulative progression of skills.	Candidate designs a lesson that includes: • Explicitly and effectively teaching concepts of word recognition and phonics that applies to single words, phrases, and connected text • Simultaneous use of two or three learning modalities • All steps in a decoding lesson, including single-word reading and connected text .	Candidate designs a lesson that includes any of the following: • DOES NOT Explicitly and effectively teaching concepts of word recognition and phonics that applies to ONLY single words, phrases, OR connected text • Simultaneous use of ONLY ONE learning modality • Incomplete steps in a decoding lesson, including single-word reading and connected text

	EXCEEDS EXPECTATION 3	**MEETS EXPECTATION** 2	**DOES NOT MEET EXPECTATION** 1
Design three complete lessons (fluency) (IDA E-6: 2)	Candidate designs a lesson that - Incorporates fluency-building activities into instruction at sub-word and word levels AND links choices to general curriculum needs. - Uses variety of techniques to build fluency AND justifies choice with student data. - Includes appropriate level of texts for fluency building AND justifies with student data.	Candidate designs a lesson that - Incorporates fluency-building activities into instruction at sub-word and word levels. - Uses variety of techniques to build fluency. - Includes appropriate level of texts for fluency building	Candidate designs a lesson that - Incorporates fluency-building activities into instruction at ONLY the sub-word OR word levels. - Uses ONLY ONE techniques to build fluency OR uses a technique that is NOT research-based. - Includes inappropriate level of texts for fluency building
Describe use of informal assessment measures to monitor the progress of the student.	Candidate describes a progress monitoring plan that includes: - Description and examples of probes - Description of procedures - Identification of frequency of assessment - Identification of how would make instructional decisions based on data - Rationale for decision making rules	Candidate describes a progress monitoring plan that includes: - Description of probes - Description of procedures - Identification of frequency of assessment - Identification of how would make instructional decisions based on data.	Candidate describes a progress monitoring plan that either DOES NOT include any of the following OR items are not linked to instructional objectives: - Description of probes - Description of procedures - Identification of frequency of assessment - Identification of how would make instructional decisions based on data

Appendix <mark>(Optional heading. May be deleted.)</mark>