



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

Fall 2017

EDSE 565 640: Vocabulary, Comprehension, and Written Expression for Students with Specific Learning Disabilities
CRN: 82196, 3 – Credits

Instructor: Dr. Judith Fontana/ Dr. Katherine Nutt	Meeting Dates: 09/12/17 – 11/14/17
Phone: 703-993-4494 703-993-5732	Meeting Day(s): Tuesday
E-Mail: knutt@gmu.edu/jfontan1@gmu.edu	Meeting Time(s): 4:30 pm - 8:30 pm
Office Hours: By appointment before or after class.	Meeting Location: Rosa Lee Carter ES, 43330 Loudoun Reserve Dr, Ashburn, 20148/meet in library
Office Location: Fairfax Campus, Krug Hall, suite 213	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.

Prerequisite(s) EDSE 564 & EDSE 566

Co-requisite(s) EDSE 567. Using a diagnostic prescriptive model, students will apply methods and techniques learned in EDSE 565 thus demonstrating competencies for teaching students with specific learning disabilities in reading, as described in the International Dyslexia Association's Knowledge and Practic Standards.

Course Description

Evaluates vocabulary, text comprehension, and written expression 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. Offered by Graduate School of Education. May not be repeated for credit. Recommended Corequisite: EDSE 567.

Registration Restrictions:

Required Prerequisites: EDSE 564*B- and 566B-.

* May be taken concurrently.

B- Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

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.

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

Learner Outcomes

(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)

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

1. Understand the role of vocabulary development and vocabulary knowledge in comprehension.
2. Understand the role and characteristics of direct and indirect methods of vocabulary instruction.
3. Know varied techniques for vocabulary instruction before, during, and after reading.
4. Understand that word knowledge is multifaceted.
5. Understand the sources of wide differences in students' vocabularies.
6. Be familiar with teaching strategies that are appropriate before, during, and after reading.
7. Contrast the characteristics of major text genres.
8. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.
9. Identify in any text the phrases, clauses, sentences, paragraphs, and "academic language."
10. Understand levels of comprehension.
11. Understand factors that contribute to deep comprehension.
12. Identify students' levels of spelling development and orthographic knowledge.

13. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.
14. Understand the major components and processes of written expression and how they interact.
15. Know grade and developmental expectations for students' writing.
16. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
17. Interpret measures of written expression.

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 A: Foundation Concepts about Oral and Written learning and B: Knowledge of the Structure of Language.

Required Textbooks

Klinger, J.K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties (2nd ed)*. New York: Guilford.

Sheldon, J. B. Schumaker, J. B. Sheldon-Sherman, J., Schumaker, J., Sheldon-Sherman, B., Schumaker, S. (1998). *Fundamentals in Sentence Writing: Instructor's Manual*.

Recommended Textbooks

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

www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf *THINK LITERACY: Cross-Curricular Approaches, Grades 7-12. Reading Strategies.*
Online no cost

Required Resources/ Technology

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.

Additional Readings

Will be posted on Blackboard.

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 565, the required PBA is Case Study Analysis. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Designated Performance-based Assessment Description: Rubric is at the end of this document

Case Study Analysis

Using assessment data from case study of student with a specific learning disability in reading, the candidate will interpret findings, set goals, plan for progress monitoring, and design targeted instruction. Reporting forms will be provided. The instructor will provide case study materials.

1. Using case study data, accurately interpret formal or informal tests and subtest scores to describe a student's patterns of strengths and weaknesses and instructional needs in the areas of vocabulary, text comprehension, and written expression.
 - a. Present data and provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level (SOL) for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.

- b. Recommendations for Instruction
Consider and note student identified interests, preferred learning environments, and any cultural and linguistic factors. Make recommendations for specifically designed instruction/ interventions based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. .
- c. Based on the assessment data, draft one goal for each for vocabulary (word meanings), text comprehension, and written expression.

2. Instruction

- a. Describe and/or name an evidence based strategy for an individualized intensive intervention for each of the three goals for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of intervention implementation.
- b. Three instructional sessions/lessons to address each of the 3 goals vocabulary-teach and/or recall word meanings; text comprehension, written expression. (total of 9 plans.)
- c. Lesson plans for intensive intervention must be scaffolded and sequential and include only procedures, materials and formative assessment pertaining to the intensive intervention.

3. 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 each of the three 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.

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

None.

Other Assignments: Details

Class Participation

Class participation will be assessed at each class session and by completion of online modules when class is held online. The following rubric will be used to determine participation points for in class activities and group work. The Discussion Board is part of class participation.

Excellent (20-25)	Competent (12-17)	Minimal (<12)
<p>The student:</p> <ul style="list-style-type: none"> • Actively questions, observes and reflects on readings and discussions • Participates actively In small group activities 	<p>The student:</p> <ul style="list-style-type: none"> • Occasionally questions, observes and reflects on readings and discussions • Participates actively In small group activities 	<p>The student:</p> <ul style="list-style-type: none"> • Seldom questions, observes and reflects on readings and discussions • Does not participate actively In small group activities

Discussion Board:

Posts and responses will also be part of Participation points (up to 12 points). Students will either post or respond to discussion board questions based upon the assigned readings. Assigned posts (no more than 2 questions) Posting- 2 points, Responses- 1 each

Application of Strategic Instruction for Vocabulary, Written Expression or Reading Comprehension:

Students will implement an evidence-based instructional strategy that they have learned in class. Documentation will evidence systematic strategic instruction via a Lesson Plan to include: Name and description of the strategy, modeling of the strategy, direct instruction, guided practice, independent practice and a reflection. A sequence of student samples is required.

Assistive Technology Review

Students will review and evaluate a variety of assistive technologies or APPs that support learning and practice of word analysis, vocabulary, spelling, and written language skills. Candidates will identify purpose, contextual needs, and cost of devices/ APPs, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the anticipated impact of the use of the device on long-term reading outcomes for students with learning disabilities. A total of 8 entries are required. No more than 4 can be APPs. A reporting form will be provided and the assignment will be completed during a class session.

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 tardies/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 tardies and absences.

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 with no extenuating circumstances previously made known to the instructor *will incur a 1 point deduction for each day late.*

Grading Scale

Assignments/ Grading	Points
Class Attendance and Participation (To include participation in discussion board.)	25
Application of Strategic Instruction for vocabulary, written expression or reading comprehension	20
Assistive Technology Review Activity	10
Case Study Analysis and Instructional Plan	45
	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.

Class Schedule:

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Dates	Class #	Topic(s)	Readings & Resources	Assignment Due
9/12/17 LO understanding diagnostic assessments	1	Syllabus Review Overview of reading comprehension Assessing reading comprehension Sign up for Application assignment	Scan : Chp. 1 Klingner et al. (2015) Read: Chp. 2 Klingner et al. (2015)	
9/19/17 LO 1,2,3,4 , 16	2	Vocabulary I: Basics of Strategy Instruction Content vocab assessment Vocabulary: expectations by age/grade (relate to SOL) Vocabulary: Instructional strategies	Reading are posted on BB. Kuder, J. (2017) J of LD V inst 2ndary st. rdg disabilities Hennesy, N. in Birsh Multi- sensory teaching of basic language skills (2011) Review and have access to Reading SOL grades 4-12	
9/26/17 LO 1,2,3,4 , 16	3	Vocabulary II: Strategic activities Model/demo <ul style="list-style-type: none"> Assessing prior knowledge 	Chp. 3 Klinger Vocabulary Instruction	PBA Data table & narrative vocabulary Submit electronically to Fontana by midnight
10/3/17 LO 6,7 10, 11,	4	Comprehension I: Teaching Inference Teaching Text structures Disciplinary Literacy Characteristics of texts	Readings posted on BB: O'Connor et al (2017) J of LD (174-184) Building Better Bridges-comp in Soc. St. Fang, Z. Disciplinary Lit. in Science...	PBA Intervention Design & prog. Monitoring and L plans (Vocabulary) Submit electronically to Fontana by midnight
10/10/17 LO 6, 7,8	5	Comprehension II: strategies Expert groups: Work in class	Chp. 4 Klinger et al (2015) Preview your strategy (readings on Blackboard). You will have time in class with your expert group.	

10/17/17 LO 14, 15, 17	6	Writing I Assessment of written language Fundamentals of Sentence Writing Simple and Compound	Readings posted on BB. Writing Next (Exec Summary only ; p. 11-22) Datchuk (2017) J of SPED Dir Ins precision tch sentence construction <i>Bring in rubrics you use</i>	PBA Data table & narrative Comprehension Submit electronically to Fontana by midnight
10/24/17 LO 14, 15, 17	7	Writing II series Tools and strategies to go through the writing process Instructional strategies for sentence analysis and written expression.	Sedita (Chapter 7) POSTED on BB	PBA Intervention Design & prog. Monitoring and L. Plans Comprehension Submit electronically to Fontana by midnight
10/31/17 	8	Work from home Individual conferences by request		PBA data table and narrative written expression Submit electronically to Fontana by midnight
11/7/14	9	AT guest speaker: Students will work on and hand in their AT reviews.		Intervention Design & prog. Monitoring and L. Plans (written expression) Submit electronically to Fontana by midnight AT: Submit end of class electronically to Nutt.
11/14/17	10	Poster Session of your Application Assignment		Submit all PBA documents to TK20

		Looking Back - Retrospective		By midnight
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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 turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Appendix:

***DESIGNATED PERFORMANCE-BASED ASSESSMENT**
Case Study Analysis ASSESSMENT RUBRIC

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
<p>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)</p> <p>Appendix A: Data Table and Narrative</p>	<p>Candidate writes a report that:</p> <ul style="list-style-type: none"> • Clearly presents assessment data • Writes a narrative that clearly and accurately summarizes the student’s current skills in knowledge of the meanings of content vocabulary, reading comprehension and written expression <p>AND</p> <ul style="list-style-type: none"> • includes educational implications of current performance. <p>Candidate cites course material or current research evidence into report in support of summary and educational implications.</p>	<p>Candidate writes a report that:</p> <ul style="list-style-type: none"> • Clearly presents data • Writes a narrative that clearly and accurately summarizes the student’s current skills knowledge of the meanings of content vocabulary, reading comprehension and written expression <p>AND</p> <ul style="list-style-type: none"> • includes educational implications of current performance. 	<p>Candidate writes report that is incomplete or NOT ACCURATE in :</p> <p>summarizing student’s current skills and educational implications</p> <p>OR does not include one or more of the following areas in the summary: knowledge of the meanings of content vocabulary, reading comprehension and written expression.</p>
<p>Make recommendations for individualized instruction based on each area of weakness identified from the assessments. (IDA D6)</p>	<p>Candidate writes appropriate, specific recommendations for instructional interventions based on assessment data. That include:</p>	<p>Candidate writes appropriate, specific recommendations for instructional interventions based on assessment data. That include:</p>	<p>Candidate writes inappropriate recommendations for instructional and educational programming based on data</p>

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
Appendix A: Intervention Table	<ul style="list-style-type: none"> Name of the intervention, material, strategy or program Description of the intervention Number of intervention session/week Names the intervenor <p>Candidate provides data-based rationale for each recommendation.</p> <p>Candidate references course material or current research evidence to support instructional decisions.</p>	<ul style="list-style-type: none"> Name of the intervention, material, strategy or program Description of the intervention Number of intervention session/week Names the intervenor <p>Candidate provides data-based rationale for each recommendation.</p>	OR candidate does not specify interventions for each area.
Design three complete lesson plans for teaching and recalling word meanings (vocabulary) (E-4:2)	<p>Candidate designs a sequence of three lessons that include:</p> <ul style="list-style-type: none"> Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of content vocabulary words 	<p>Candidate designs a sequence of three lessons that include:</p> <ul style="list-style-type: none"> Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of content vocabulary words 	<p>Candidate designs lessons that DO NOT include one or more of the following:</p> <ul style="list-style-type: none"> Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of content vocabulary words

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
	<ul style="list-style-type: none"> • Simultaneous use of two or three learning modalities • Formative assessment <p>Lessons reflect student data. Candidate references course material or current research evidence to support instructional decisions.</p>	<ul style="list-style-type: none"> • Simultaneous use of two or three learning modalities • Formative assessment <p>Lessons reflect student data.</p>	<ul style="list-style-type: none"> • Simultaneous use of two or three learning modalities • Formative assessment • Lessons do not reflect student data.
Design three complete lesson plans (text comprehension) (IDA E-5: 1)	<p>Candidate designs a sequence of lessons each of which addresses reading comprehension that include a:</p> <ul style="list-style-type: none"> • Description/ and or name of instructional procedures proposed to explicitly and effectively teach • Use variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data 	<p>Candidate designs a sequence of lessons each of which addresses reading comprehension that include a:</p> <ul style="list-style-type: none"> • Description/ and or name of instructional procedures proposed to explicitly and effectively teach: • Use variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data 	<p>. Candidate designs lessons that DO NOT include one or more of the following:</p> <ul style="list-style-type: none"> • Description/ and or name of instructional procedures proposed to explicitly and effectively teach • A variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
	<ul style="list-style-type: none"> Includes appropriate level of texts for instruction and practice. <p>Candidate references course material or current research evidence to support instructional decisions.</p>	<ul style="list-style-type: none"> Includes appropriate level of texts for instruction and practice. 	<ul style="list-style-type: none"> Includes appropriate level of texts for instruction and practice.
Design three complete lessons (written expression) (IDA E-6: 2)	<p>Candidate designs lessons reflecting student data that include, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes.</p> <ul style="list-style-type: none"> Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text. Candidate includes instruction on generalization of the writing strategy in instruction. Candidate references course material or current research evidence to support instructional and 	<p>Candidate designs lessons reflecting student data that include, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes.</p> <ul style="list-style-type: none"> Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text. Candidate includes instruction on generalization of the writing strategy in instruction. 	<p>. Candidate designs lessons that DO NOT include one or more of the following:</p> <ul style="list-style-type: none"> Reflects student data Includes, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes. Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text. Candidate includes instruction on generalization of the writing strategy in instruction.

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
	education programming recommendations.		
Describe use of informal assessment measures to monitor the progress of the student. Appendix A: Baseline/Goals Table & Progress Monitoring Plan	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> • 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 	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> • Description of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data. 	<p>Candidate describes a progress monitoring plan that either DOES NOT include any of the following OR items are not linked to instructional objectives:</p> <ul style="list-style-type: none"> • Description of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data

