



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

Spring 2019

EDSE 563 650: Language Structure and Literacy Development for Students with Specific  
Learning Disabilities  
CRN: 22123, 3 Credits

<b>Instructor:</b> Dr. Judith Fontana; Dr. Katherine Nutt; Dr. Harolynn Wiley	<b>Meeting Dates:</b> 1/8/2019 – 3/5/2019
<b>Phone:</b> JLF, KN, HW 703-993-4496	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> JLF: <a href="mailto:jfontan1@gmu.edu">jfontan1@gmu.edu</a> KN: <a href="mailto:Katherine.Nutt@fcps1.org">Katherine.Nutt@fcps1.org</a> HW: <a href="mailto:hwiley@gmu.edu">hwiley@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> Prior to or after class or by appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> same as meeting location	<b>Cell Phone:</b> JLF: 571-277-3079 KN: 540-905-1397 HW: 571-21700026

**\*\*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 562

**Co-requisite(s):** None

**Course Description**

Examines the components of the English language, including language processing requirements, integrated with the development of literacy skills. Analyzes language and literacy performance and the variability of language learning in students with specific learning disabilities. Explores environmental, social, and cultural factors, including the impact of second language learning and dual-identification. Offered by the Graduate School of Education. May not be repeated for credit.

**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. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.
2. Understand the broad outline of historical influences on English spelling patterns.
3. Define grapheme.
4. Recognize and explain common orthographic rules and patterns in English.
5. Know the difference between “high frequency” and “irregular” words.
6. Identify, explain, and categorize six basic syllable types in English spelling.
7. Identify and categorize common morphemes in English.
8. Understand and identify examples of meaningful word relationships or semantic organization.
9. Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.
10. Identify the parts of speech and the grammatical role of a word in a sentence.
11. Explain the major differences between narrative and expository discourse.
12. Identify and construct expository paragraphs of varying logical structures.
13. Identify cohesive devices in text and inferential gaps in the surface language of text.
14. Know and identify phases in the typical developmental progression of language and reading component skills.

### **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**

Moats, L. C. (2010). *Speech to Print: Language Essentials for Teachers*. Baltimore, MD: Brookes.

Fox, B. J. (2016). *Phonics & Word Study for the Teacher of Reading* (11<sup>th</sup> edition). Pearson ISBN 9780132838092

### **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:* Readings not in required textbooks will be noted in the class schedule and available via link or text 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.

### **Assignments and/or Examinations**

#### Performance-Based Assessment (Tk20 submission required) – 20 points

For EDSE 563, the required PBA is Text Analysis. Please check to verify your ability to upload items to Tk20 before the PBA due date.

College Wide Common Assessment (TK20 submission required): N/A

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

#### Article Discussion Leadership (ADL) – 20 points

Students will work in collaborative teams to complete this assignment. Each team will be responsible for facilitating a discussion and activity around an assigned article. The discussion/activities will be embedded into scheduled classes according to content/focus of the article. The syllabus will note the dates for ADL content. Presentations should be limited to 15 minutes.

#### Completion of *Phonics & Word Study for the Teacher of Reading* (11<sup>th</sup> edition) – 35 points

### **Course Policies and Expectations Attendance/Participation**

Each student is allowed one absence with no deductions. Two tardies/early departures are equal to one 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.

Class cancellations due to weather: If we cannot access the location for class it is the student's responsibility to check their GMU email and Blackboard for direction. Unless otherwise notified any assignments due at the cancelled class are still due and unless otherwise directed should be submitted via email attachment to **all** professors.

#### Attendance and In-Class 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. 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. Active participation is expected and will be assessed for each class session and at completion of online class activities. The following rubric will be used to determine participation.

Excellent (3 pts./class)	Competent (2 pts./class)	Minimal (0 pts./class)
<p>The student:</p> <ul style="list-style-type: none"> <li>• Actively questions, observes and reflects on readings and discussions</li> <li>• Actively participates in small group activities</li> <li>• Documents participation as directed</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Occasionally questions, observes and reflects on readings and discussions</li> <li>• Actively participates in small group activities</li> <li>• Sometimes documents participation as directed</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Seldom questions, observes and reflects on readings and discussions</li> <li>• Does not participate in small group activities</li> </ul>

## 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. Late work that has not been previously been made known to the instructors, and without extenuating circumstances will result in a *1-point deduction for each day late*.

## 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 manner; 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.

Assignments/Grading	Points
1. Class Attendance and Participation: Includes documentation of in-class activities.	25
2. Application of <i>Phonics &amp; Word Study for the Teacher of Reading</i> (11 <sup>th</sup> edition) in tests/quiz activities	35
3. Article Discussion Leadership	20
<b>4. *Designated Performance-Based Assessment: Text Analysis</b>	20
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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

### Class Schedule

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

Class/Date	Topics	Readings & Pre-Class Tasks	Assignments Due
1 1/8/19  LO 2, 14	<p>Syllabus Review Recall: Rationale for the study of language</p> <p>The production of the sounds of English</p> <ul style="list-style-type: none"> <li>Consonants Manner &amp; Place of Articulation Voiced vs. Unvoiced</li> <li>Vowels Front vs. Back High vs. Low Tense (long) vs. Lax (short)</li> </ul> <p>How reading and writing depend upon language development</p> <p>Challenges of writing</p>	<p>Read: Moats (2010) Phonetics, Chapter 2</p> <p>Read &amp; Complete: Fox (2014)</p> <ul style="list-style-type: none"> <li>Take Self-Evaluation/Pretest (pgs. 1-9) prior to the first class meeting. Write answers on a separate sheet of paper.</li> <li><u>Do NOT write your name on the paper.</u> You will be asked to put an assigned number on your pretest and turn it in to the instructors at the first class meeting.</li> </ul> <p>In addition to the pretest – Read &amp; Complete: Fox (2014)</p> <ul style="list-style-type: none"> <li>Part 1, pgs. 11-27</li> </ul> <p>Letters vs. Phonemes (1:30) <a href="https://www.youtube.com/watch?list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&amp;v=J608Dbhs6J8">https://www.youtube.com/watch?list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&amp;v=J608Dbhs6J8</a></p>	<p><b>Pretest/Self-Evaluation</b> (5 pts) (Please follow directions in column to the left!)</p>

Class/Date	Topics	Readings & Pre-Class Tasks	Assignments Due
<p>2 1/15/19</p> <p>LO 1, 4, 14</p>	<p>Phonology</p> <ul style="list-style-type: none"> <li>• Speech sounds in use</li> <li>• Development of phonological awareness</li> <li>• Processing important for literacy</li> <li>• Influence on spelling</li> </ul> <p>Four-part Processing Model</p>	<p>Read: Moats (2010) Phonology, Chapter 3, pgs. 47-68</p> <p>Read &amp; Complete: Fox (2014) Part 2, pgs. 29-69 Part 3, pgs. 71-91</p> <p>Articulation of consonants <a href="http://www.readingrockets.org/article/development-phonological-skills">http://www.readingrockets.org/article/development-phonological-skills</a></p>	<p><b>Quiz 1</b> (5 pts) Based on Fox (2014) workbook pages</p> <ul style="list-style-type: none"> <li>• Download from BB. Print out Quiz 1 &amp; complete prior to class. Put in your folder.</li> </ul>
<p>3 1/22/19</p> <p>LO 3, 14</p>	<p>Phonology and spelling</p> <p>Phoneme grapheme correspondence</p> <p>Consonants (voiced, unvoiced) Vowels (long, short)</p> <p>Historical influences on the evolution of English</p>	<p>Read: Moats (2010) Spelling, Chapter 3, pgs. 68-78 Orthography, Chapter 4, pgs. 79-103</p> <p>Read &amp; Complete: Fox (2014) Part 4, pgs. 93-141 Part 5, pgs. 143-155</p> <p>Spelling (15:08) <a href="https://www.youtube.com/watch?v=Yhl3_eqKoWI&amp;list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&amp;index=4">https://www.youtube.com/watch?v=Yhl3_eqKoWI&amp;list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&amp;index=4</a></p>	<p><b>Quiz 2</b> (5 pts) Based on Fox (2014) workbook pages</p> <ul style="list-style-type: none"> <li>• Download from BB. Print out Quiz 2 &amp; complete prior to class. Put in your folder.</li> </ul>



Class/Date	Topics	Readings & Pre-Class Tasks	Assignments Due
4 1/29/19  LO 3,6	Phoneme grapheme correspondence (continued)  High frequency and irregular words  Syllable types	Read: Moats (2010) Chapter 4, Types of Written Syllables, pgs. 103-112  Read & Complete: Fox (2014) Part 6, pgs. 157-165 Part 7, pgs. 167-192	<b>Quiz 3</b> (5 pts) Based on Fox (2014) workbook pages <ul style="list-style-type: none"> <li>Download from BB. Print out Quiz 3 &amp; complete prior to class. Put in your folder.</li> </ul>
5 2/5/19 CLASS DOES NOT MEET  LO 4	Work on ADL assignment	Read article and prepare presentations	<b>Please upload the ADL to Blackboard by midnight.</b>
6 2/12/19  LO 7, 11,12	Morphology <ul style="list-style-type: none"> <li>How morphemes change words</li> <li>Origin of common morphemes</li> </ul> Compare and contrast Narrative and Expository Prose	Read: Moats (2010) Chapter 5  Read & Complete: Fox (2014) Part 8, pgs. 193-220  ADL audience: Review the ADL post on Blackboard prior to class. Review the article & be prepared to discuss or participate.  Grammar of Words: A Morpheme <a href="https://www.youtube.com/watch?v=4dSPjg6jmvM">https://www.youtube.com/watch?v=4dSPjg6jmvM</a>	<b>ADL teams 1, 2, 3 presentations</b>  <b>Quiz 4</b> (5 pts) Based on Fox (2014) workbook pages <ul style="list-style-type: none"> <li>Download from BB. Print out Quiz 4 &amp; complete prior to class. Put in your folder.</li> </ul>

Class/Date	Topics	Readings & Pre-Class Tasks	Assignments Due
7 2/19/19  LO 8, 9, 10	Syntax: Sentence Structures <ul style="list-style-type: none"> <li>Structures and types of sentences</li> <li>Grammar</li> </ul> Constructing expository Paragraphs	Read: Moats (2010) Chapter 6  ADL audience: Review the ADL post on Blackboard prior to class. Review the article & be prepared to discuss or participate.	<b>ADL teams 4, 5, 6 presentations</b>  Post-Test (10 pts) will be done in class.
8 2/26/19  LO 9, 10	Semantics: Meanings of words and phrases  Surface language of text: Inferential gaps and cohesive devices	Read: Moats (2010) Chapter 7  ADL audience: Review the ADL post on Blackboard prior to class. Review the article & be prepared to discuss or participate.	<b>ADL Teams 7, 8, 9 Presentations</b>
9 3/5/19	Introduction to assessment principles and types	Prepare for PBA Text Analysis	PBA Text Analysis will be done in class.

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**\*DESIGNATED PERFORMANCE-BASED ASSESSMENT**

Text Analysis Assessment Rubric

A Rubric reflecting point values for grading purposes is on Blackboard

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
	3	2	1
Map graphemes to phonemes in at least five chosen words.	Candidate accurately maps graphemes to phonemes in more than five randomly chosen words.	Candidate accurately maps graphemes to phonemes in at least five chosen words.	Candidate DOES NOT accurately map graphemes to phonemes in 1-3 of 5 words OR is inaccurate in mapping in any of the 5 words.
Analyze at least five chosen words by suffix ending patterns and apply suffix ending rules.	Accurately analyzes at least five chosen words by suffix ending patterns and apply suffix ending rules and provides rationale for choice of rule.	Accurately analyzes at least five chosen words by suffix ending patterns and apply suffix ending rules.	DOES NOT Accurately analyze 3-5 of the chosen words by suffix ending patterns and apply suffix ending rules.
In at least one sample, identify printed words that are the exception to regular patterns and spelling principles.	Candidate accurately identifies printed words that are the exception to regular patterns and spelling principles in all samples.	Candidate accurately identifies printed words that are the exception to regular patterns and spelling principles in at least one sample.	Candidate DOES NOT accurately identify printed words that are the exception to regular patterns and spelling principles.
In at least one sample, analyze at least five words for predictable syllable patterns.	Candidate accurately analyzes at least five words for predictable syllable patterns in each sample.	Candidate accurately analyzes at least five words for predictable syllable patterns in one sample.	Candidate is inaccurate in analyzing any of at least five words for predictable syllable patterns

	<b>EXCEEDS EXPECTATION</b>	<b>MEETS EXPECTATION</b>	<b>DOES NOT MEET EXPECTATION</b>
	3	2	1
In at least one sample, deconstruct simple, complex, and compound sentences.	Candidate accurately deconstructs simple, complex, and compound sentences in every sample.	Candidate accurately deconstructs simple, complex, and compound sentences in one sample.	Candidate inaccurately deconstructs simple, complex, and compound sentences.
For at least three sentences, identify the basic parts of speech and classify words by their grammatical role in a sentence.	Candidate accurately identifies the basic parts of speech and classifies words by their grammatical role in a sentence in at least three sentences across every sample.	Candidate accurately identifies the basic parts of speech and classifies words by their grammatical role in a sentence three sentences.	Candidate is inaccurate in identifying the basic parts of speech and classification of words by their grammatical role in a sentence in any sample.
Classify each text by genre and identify the characteristics features of the genre.	Candidate accurately classifies each text by genre and identifies the characteristic features of the genre in each sample.	Candidate accurately classifies each text by genre and identifies the characteristic features of the genre for at least two of three samples.	Candidate inaccurately classifies each text by genre AND/OR inaccurately identifies the characteristic features of the genre.
Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization.	Candidate accurately identifies main idea sentences, connecting words, and topics in all samples.	Candidate accurately identifies main idea sentences, connecting words, and topics in at least one sample.	Candidate inaccurately identifies main idea sentences, connecting words, and topics in any sample.
Analyze at least one sample for inferences that students must make to comprehend.	Candidate accurately analyzes all samples for inferences that students must make to comprehend.	Candidate accurately analyzes at least one sample for inferences that students must make to comprehend.	Candidate inaccurately analyzes any sample for inferences that students must make to comprehend.