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

Spring 2020
EDSE 503 662: Language Development and Reading
CRN: 21901; 3 Credits

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| **Instructor**: Dr. Tiffany Brocious | **Meeting Dates**: 3/11/2020 – 5/13/2020 |
| **Phone**: 540-539-4910 | **Meeting Day(s)**: Wednesday |
| **E-Mail**: tbrocio2@gmu.edu | **Meeting Time(s)**: 4:30 pm – 9 pm |
| **Office Hours**: By Appointment | **Meeting Location**: Broad Run High School |
| **Office Location**: TBA | **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)**: None
**Co-requisite(s)**: None

## Course Description
Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.

## Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance.  All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## Advising Tip
Do you know what tests are needed for your program? 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.

**Course Delivery Method**

[h*ybrid- Instructor will provide guidance via Blackboard as to which assignments will need to be completed. You will need a computer and internet access.*]

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

**Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:
1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

**Professional Standards**

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards:  CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

**Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments.  Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical

assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

**Required Textbooks**
(1) Berkeley, S. & Ray, S., (2019). *Reading Fundamentals for Students with LearningDifficulties: Instruction for Diverse K-12 Classrooms (1st Ed.)*. Routledge. ISBN 9780815352914
(2) Fox (2016). *Phonics & Word Study for the Teacher of Reading (11th Ed.).* Pearson. ISBN 9780132838092

**Recommended Textbooks**
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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

Course Blackboard Site
Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the midterm for the course. Access Blackboard through MyMason at https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

**Additional Readings**
As assigned.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. 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)**
*Informal Reading Assessment Administration and Educational Assessment Report*
The Informal Reading Report is the performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 5:00 pm on the due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted including the testing protocols. *Specific directions and evaluation rubric will be provided by the instructor.*

**College Wide Common Assessment (TK20 submission required) None**

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

1. **The Reading Assessment Report** requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment.

Here are some general expectations to guide your planning:

> *The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session. (A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the parent/teacher/ or service provider.*
> *1st meeting- Collect information about your student.*
> *2nd and 3rd meetings- Conduct IRI*
> *4th and 5th meetings- Collect information using additional skills assessments you have selected.*

***2. Completion of Fox Text Chapters (20 points)-*** Pages are assigned each week and instructor will check that answers have been written in the book for the chapters assigned. 3 points will be deducted each week assigned chapters are not completed.

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

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

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

**Field Experience Requirement**
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation.  Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

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

### Course Policies and Expectations
#### Attendance/Participation
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences will result in no credit for this course.**

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

**your grade for late assignments.**

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

**\*Note:** The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). 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 <u>must</u> be your own new, original work for this course or with proper citations.

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

**Class Schedule**
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

| Date | Topic/Discussion | Due for next session |
|------|------------------|----------------------|
| March 11 Session #1 Live | Introduction Overview of Course Syllabus RVE Discussion of Reading Specialist Interview | Read Chapters 2-3 Berkeley & Ray Complete pp. 11-28 of Fox Text |

| | Chapter 1 Berkeley & Ray *Understanding the Nature of Reading and Schools* | |
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| March 18 Session #2 Live | Chapter 2 Berkeley & Ray *Assessment of Reading* Chapter 3 Berkeley & Ray *Informal Reading Inventories* Spelling Inventory Spelling Stages DRA/ PALS Vocabulary Strategies | Read Chapters 4, 5, and 13 Berkeley & Ray Complete pp. 29-70 of Fox Text |
| March 25 Begins at 5:00 PM Session #3 Live | Chapter 4 Berkeley & Ray *Oral Language Development* Chapter 5 Berkeley & Ray *Early Reading* Chapter 13 Berkeley & Ray *The Development of Writing and Spelling* Spelling Inventory | Read Chapters 6 & 7 Berkeley & Ray Complete pp. 71-117 in Fox Text Interview with Reading Specialist Due 4:00 PM April 15 |
| April 1 Session #4 Live | Chapter 6 Berkeley & Ray *Supporting All Students in Early Reading Development* Chapter 7 Berkeley & Ray *Word Identification Skills and Fluency* Running Records Sight Words Activities Graphic Organizers Fluency Strategies | |
| April 8 Session #5 Online | You will meet with your student to give the spelling inventory and the IRI and interview your Reading Specialist | Chapters 8 & 9 Berkeley & Ray Complete pp. 118-156 in Fox Text |
| April 15 Session #6 Live | Chapter 8 Berkeley & Ray *Intensive Reading Intervention* Chapter 9 Berkeley & Ray *Supporting All Students in Accessing Text* SIOP Activity on Phonemes Tiers of Vocabulary | Read Chapters 10, 11, & 12 in Berkeley and Ray Complete pp. 157-166 in Fox Text |
| April 22 Session #7 Live | Chapter 10 Berkeley & Ray *Reading Comprehension* Cemetery Path Activity with 7 Keys to Comprehension | Fox Post-test Read Chapter 14 in Berkeley & Ray |

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| | Chapter 11 Berkeley & Ray *Background Knowledge (Including Vocabulary)*<br>Chapter 12 Berkley & Ray *Supporting All Students in Understanding Text*<br>RVE Review<br>Fox Test- Posttest in Class<br>Human Paragraph | |
| April 29<br>Session #8<br><br>Online | You will complete your Performance-Based Assessment.<br><br>Sample Problem-Solving RVE Questions | **TK Submission by 4:00 PM on May 6.** |
| May 6<br>Session #9<br>Live | RVE Practice Exam | |
| May 13<br>Session #10<br>Live | Chapter 14 Berkeley & Ray *Supporting All Students in Reading and Writing* | |

**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 https://ds.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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 http://cehd.gmu.edu/.

**Appendix**
 **Assessment Rubric(s)**
     **Reading Specialist Interview/Observation**

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