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

Summer 2020
EDSE 503 661: Language Development and Reading
CRN: 43224, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Meghan Betz	**Meeting Dates**: 5/20/2020 – 7/22/2020
Phone: (571) 814-0557	**Meeting Day(s)***: Wednesday (Synchronous)
E-Mail: mbetz1@gmu.edu	**Meeting Time(s)***: 8:00-9:00 PM
Office Hours: By appointment	**Meeting Location**: N/A; Online
Office Location: Virtual	**Other Phone**: N/A
*You will have assigned asynchronous work to complete on your own between classes	

❖ 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
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

This course will be delivered online (76% or more) via partially synchronous and partially asynchronous formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, May 18, 2020.

How Our Class Runs

Each week, you will log into Blackboard to*:

1. Complete any online practice/application activities from the week before that are assigned in Blackboard. *Nothing is due the first night!*

2. Read the assigned chapters on the upcoming topic & complete a reading comprehension check

3. View a 20-30 minute video "trailer" & complete embedded comprehension questions on the upcoming topic

On class night, we will:

- Meet **SYNCHRONOUSLY ONLINE** via **WebEx** from 8 PM- 9 PM. We will be:
  - Reviewing highlights from the video lectures
    - Answering any questions about the lectures and readings
    - Applying what you've learned in the lectures and readings during class activities

*You should plan to log in on Thursdays, the day after class. This way, you can see what's coming up to plan accordingly for the following Wednesday's live session.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- A headset microphone or quality headphones with a microphone for use with with WebEx is recommended.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader (https://get.adobe.com/reader/)
    - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
    - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. Our week will run Thursday-Wednesday. Activities for the week will be available by 9 AM on Thursday mornings and will be due at 8PM the following Wednesday (before class begins).

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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
Berkeley, S. & Ray, S., (2019). Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.). Routledge. ISBN 9780815352914

Fox (2016). Phonics & Word Study for the Teacher of Reading (11th Ed.). Pearson. ISBN 9780132838092

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Required Resources and Additional Readings
Any additional resources or 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 toTk20

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)

- o **Informal Reading Inventory**
  - Guidelines, materials, and course grading rubric will be posted on Blackboard
  - CAEP Rubric attached

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

Performance-based Common Assignments
(No Tk20 submission required)

- o **Self-paced completion of Phonics workbook (Author: Fox)**
  In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self- paced exercises in the text. Write in the text and make notes/highlights for yourself. You will turn in a short video of you

flipping through your completed workbook on the due date. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

- o **503 Final Exam**

  The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: http://www.ets.org/s/praxis/pdf/5306.pdf

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).

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.

*Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Other Assignments
- **Mid-Term Exam**
  The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study. It will be administered via Blackboard.

- **Infographic**
  For this assignment, you will create an infographic. Exemplars and a rubric will be provided on Blackboard. You may choose another format if you prefer (e.g., essay, blog, PowerPoint, etc.) You will identify the 5 major components of effective reading instruction, identify examples of difficulty in each area, and two ideas to target those needs.

- **Weekly Asynchronous Learning Activities**
  Students will log into Blackboard to complete weekly learning activities. These will include textbook comprehension checks, viewing checks of asynchronous mini lectures, and activities in which students will apply the

content they are learning.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend weekly only synchronous sessions. Given that there are always extenuating circumstances, students may miss ONE live session without penalty. Students are expected to participate via video/audio. There is a call-in number for technological "emergencies," but this is a last resort.

Students are expected to actively engage in all asynchronous course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Please note that while only certain learning elements are assessed through "grades", the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor

Other Requirements

Please see https://its.gmu.edu/service/webex/ to explore the video conference software we will use. Meeting connection information will be posted on Blackboard.

Activities and Assignments	Points
Attendance and Participation in Live (Online) Sessions	30
Asynchronous Classwork	40
Fox Phonics Workbook Complete	15
IRI Report	125
Infographic	20
Midterm Exam	10
Final Exam	10
Total	250

Grading Scale

A = 225-250 points (90-100%)
B = 200-225 points (80-89%)
C = 175-200 points (70-79%)
F = Less than 175 points (69% and below)

*Note: The George Mason University Honor Code will be strictly enforced (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and System [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 Policies and Procedures (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

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

Week #	Date	Topics	Berkeley & Ray Chapters (Blackboard Comprehension Checks due before Class Starts)	Asynchronous Online Activities (Due in advance of today's meeting)	Assignments & Projects Due
1	5/20	Introduction	-	-	-
2	5/27	Introduction to Systematic Reading Instruction Informal Reading Inventories	Chapters 1-3	Application activities for previous week Viewed video lecture #2 with embedded questions answered	-
3	6/4	Oral Language Development Early Reading Supporting all Students in Early Reading Development	Chapters 4-6	Application activities for previous week Viewed video lecture #3 with embedded questions answered	-
4	6/11	Word Identification Skills & Fluency Intensive Reading Intervention Supporting All Students in Accessing Text	Chapters 7-9	Application activities for previous week Viewed video lecture #4 with embedded questions answered	-
5	6/18	Mid-Term Review Mini Case Studies	-	Application activities for previous week Viewed video lecture #5 with embedded questions answered	**Fox Book Due**
6	6/25	Reading Comprehension Background Knowledge (Including Vocabulary) Supporting All Students in Understanding Text	Chapters 10-12	Application activities for previous week Viewed video lecture #6 with embedded questions answered	**Phonics Midterm Due**
7	7/2	The Development of Writing and Spelling Supporting All Students in Writing and Spelling	Chapters 13-14	Application activities for previous week Viewed video lecture #7 with embedded questions answered	**Infographic Due**
8	7/9	Final Exam Review	-	Application activities for previous week	-

Week #	Date	Topics	Berkeley & Ray Chapters (Blackboard Comprehension Checks due before Class Starts)	Asynchronous Online Activities (Due in advance of today's meeting)	Assignments & Projects Due
		Mini Case Studies Part 2			
9	7/16	Final Exam	-	Final Exam	**IRI Project Due**

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: See Core Values (http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]).

- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [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 Disability Services [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 Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (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 the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Assessment #7
Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: **CEC/IGC Standard 1** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate produces a description of the target student's background that fails to show a clear understanding of: • the student's present level of performance relevant to literacy instruction, and/or • the potential impact of the target student's language proficiency on reading and writing development	Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the potential impact of the target student's language proficiency on reading and writing development	Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the relationship between the target student's language proficiency and typical language development, and • the potential impact of the target student's language proficiency on reading and writing development
Reading & Writing Development: **CEC/IGC Standard 4** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.
Reading & Writing Development: **CEC/IGC Standard 4** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
Instructional Recommendations: **CEC/IGC Standard 5** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Candidate makes recommendations for reading and/or writing instruction that are: • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities.	Candidate makes recommendations for reading and/or writing instruction that: • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.	Candidate makes recommendations for reading and/or writing instruction that: • are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices