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

Spring 2021
EDSE 641 001: Instructional Strategies for Reading and Writing
CRN: 20866, 3 – Credits

Instructor: Dr. Sharon Ray/Reagan Murnan	**Meeting Dates: 1/25/21 – 5/10/21**
Phone: 703-993-5247 <u>**NOTE: Due to limited time in the physical office space due to Covid, please call my cell phone first!**</u>	**Meeting Day(s): Monday**
E-Mail: sray4@gmu.edu/ rmurnan@masonlive.gmu.edu	**Meeting Time(s): 4:30 pm – 7:10 pm**
Office Hours: By appointment **(all meetings will be virtual in Spring 2021 semester)**	**Meeting Location: Fairfax; KH 15**
Office Location: Finley 205B	**Other Phone:** (703) 673-8540 Dr. Ray cell/ (703) 554-2617 Reagan cell

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 503 or EDSE 341

Co-requisite(s):
None

Course Description
Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required.

Course Overview
EDSE 641 integrates knowledge of research in language assessments and the components of quality reading instruction for planning well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualized instruction for students with disabilities. Implementation and application of reading and writing instruction is developed to support the learning of students with disabilities in all content areas.

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
Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit https://cehd.gmu.edu/students/funding/scholarships.

Course Delivery Method
This course will be delivered using the following:
1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard

This course will be in a hybrid format via the Blackboard Learning Management system (LMS) housed in the MyMason portal and in-person/Zoom synchronous sessions. For Online Module work, 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, January 25th, 2021.

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) (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) (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.
- Students will need a headset microphone for use with the Blackboard Collaborate or Zoom web conferencing tool if they choose to attend class synchronous sessions virtually.
- 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/) (https://get.adobe.com/reader/)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations
- Course Week:
  This course will be delivered in a hybrid format – part online modules and part face-to-face classroom meetings (which will also be accessible synchronously via Zoom). Our Course Week will begin on Mondays when the class is scheduled to meet face-to-face.
- 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 3-4 times per week. In addition, students must log-in for all scheduled online synchronous meetings or attend face-to-face in the classroom. 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, students will be able to:
1. Identify and understand curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), assistive technology, accommodations, and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Identify and understand the structure and organization of reading and writing instruction in general education and other instructional settings representing the continuum of special education services.
3. Demonstrate an understanding of foundational knowledge and the reciprocal nature of reading and writing that includes an appraisal of the complex nature of reading noted in the Virginia professional studies requirements. Skills include proficiency in a wide variety of comprehension, vocabulary, and writing strategies; as well as the ability to develop student proficiency and appreciation of a variety of literature and reading including fiction and nonfiction, independent reading, and writing across the curriculum.
4. Analyze and critique data-based modifications and specified accommodations to general

or specialized instruction as needed to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

5. Identify and apply assistive technologies to support instructional assessment, planning, and delivery of instruction for students with disabilities to access the general education curriculum.

6. Formulate and create individual educational planning and instruction for students with disabilities who access the general education curriculum including:
   a. Essential concepts, vocabulary, and content across general and specialized curriculum.
   b. Handwriting, use of writing conventions/mechanics (i.e., spelling, capitalization, punctuation, grammar), and sentence development.
   c. Stages of the writing process and writing genres.
   d. Accuracy, fluency, and comprehension in content text reading.
   e. Cross-disciplinary knowledge and skills such as critical thinking and problem solving.
   f. IEP specified accommodations within the general education classroom.

7. Evaluate research, individual abilities, interests, learning environments, and culturally and linguistically relevant curriculum and pedagogy in the selection, development, and adaptation of learning materials and experiences for students with disabilities who access the general education curriculum.

8. Apply course concepts to K-12 School settings through field -based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences.)

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).

Required Texts

Fisher, D., & Frey, N. (2015). *Improving adolescent literacy: Content area strategies at work (4th ed.).* Merrill Prentice Hall.

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students.* Brooks.

Mason, L. H., Reid, R., & Hagaman, J. (2012). *Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas.* Brooks.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Additional Readings

Required Applied Readings:

The IRIS Center. (2019). *CSR: A Reading Comprehension Strategy.* Retrieved from https://iris.peabody.vanderbilt.edu/module/csr/.

Mastropieri, M., & Scruggs, T., (2004). Improving attention and memory. In M. Mastropieri and T. Scruggs, *The inclusive classroom: Strategies for effective instruction* (pp. 283-301). Upper Saddle River, NJ: Pearson.

Mercer, C.D., & Mercer, A.R. (2005). *Teaching students with learning problems, 7th ed.* Upper Saddle River, NJ: Pearson. (Handwriting: pp. 340-365).

Mercer, C.D., & Mercer, A.R. (2005). *Teaching students with learning problems, 7th ed.* Upper Saddle River, NJ: Pearson. (Spelling: pp. 366-383).

Rudinsky, L.T., & Haskell, E.C. (1997). *How to teach spelling.* Cambridge, MA: Educators Publishing Service, Inc. (pp. 1-3, 34-138).

Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher, 58,* 468-471.

Wheatley, J.P. (2005). *Strategic spelling: Moving beyond word memorization in the middle grades.* Newark, DE: International Reading Association: (pp. 130-131).

Required Research Readings:

Ciullo, S., Falcomata, T. S., Pfannenstiel, K., & Billingsley, G. (2015). Improving learning with science and social studies text using computer-based concept maps for students with disabilities. *Behavior modification*, *39* (1), 117-135.

Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education*, *34*, 180-192.

Mason, L. H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice*, *23*, 103-112.

Stevens, E. A., Park, S., & Vaughn, S. (2018). A review of summarizing and main idea

interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education*, https://doi.org/10.1177/0741932517749940.

Williams, K. J., Walker, M. A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, *50*, 286-297.

Course Performance Evaluation
Requirements of this course include readings, from your textbooks and professional journal articles, and activities, which include in-class/virtual individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and writing to students with disabilities.

The required Performance-based Assessment (PBA) for this course is the Content Text Instructional Plan that will assist you in learning and understanding the implementation of an instructional plan for a small section of content. You will need to submit this assignment to VIA. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Every assignment will be submitted in digital format this semester via the Assignments tab on the course BlackBoard site. All assignments should be submitted by the start of class on the due date (4:30PM). Assignments should not be submitted by GMU email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the Instructor's Blackboard email account. Assignments that are not submitted at the appropriate time *are late*. The Content Text Instructional Plan must also then be submitted to VIA. Assignments not submitted at the beginning of class *are late*. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Assignment Labeling Guidelines

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>**. I will return graded assignments to you via Blackboard. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of required assignments:**

SRayConTextInsPlan – Content Text Instructional Plan (Blackboard & VIA)

SRayWritIntProj – Writing Intervention Project (Blackboard & VIA)

SRayResArtSumm – Research Article Summaries (BlackBoard)

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

VIA 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 VIA (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 VIA.

For EDSE 641, the required PBA is Content Text Instructional Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required)

Content Text Instructional Plan

Content text instructional plan (30 points):

This project is designed to help you apply skills for integrating instruction when teaching content material in social studies/history, science or health. You will select a chapter from a content textbook for students between 6th and 12th grade (the text and chapter must be approved by a course instructor). You will develop an instructional plan for teaching a small section of content. Your plan should address anticipatory event: text structure, questioning, graphic organizers, vocabulary, reading comprehension before, during, and after reading; and writing. At least five research-based references (see Research Article Summaries) should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your PowerPoint will be directed to fellow teachers as if you were presenting an instructional plan during a unit planning meeting with your colleagues. You will share a draft of this PowerPoint presentation with your peers. You will post the final PowerPoint on Blackboard in Assessments. More information will be provided in the Course Assignment Packet.

College Wide Common Assessment
(VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards

for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Writing Intervention Project

Writing Intervention Project (30 points):

You will select a student with a disability who accesses the general education curriculum. Prior to beginning instruction, you will collect three written prompt responses from the identified student to establish a performance baseline.

Project overview: Using and applying curriculum-based measurement techniques, you will establish a baseline performance for the selected student. Based on data and consultation with the child's teacher and your course instructor, you will select a writing strategy intervention and develop a plan for teaching. The teaching lesson plans, modified and adapted for your student [see Lesson Plans in Harris, Graham, Mason, & Friedlander (2008) or Mason, Reid, & Hagaman (2012)], will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement plans with the selected student. Performance data will be collected as you progress through lessons. A plan for fostering generalization and maintenance for the selected student will also be developed. It is important to note that this is NOT the same as CBM fluency models where a student gradually works toward a goal. In this model, students are expected to make significant gains immediately following instruction. For example, it is not uncommon for a student to go from writing two or three story parts during baseline to having all seven parts in a single writing prompt following instruction. At the end of the project, you will describe, "what worked well" and "what I would do differently next time" in a reflective summary. Final projects will be shared with special education program faculty and students in a poster session. Components of the project will be reviewed in class as they become instructionally appropriate.

Writing Intervention Project Scoring – All Components Are Mandatory

Student description	3 points
Baseline data graph	3 points
Intervention schedule (with dates)	3 points
Lesson plans	3 points
Lesson journal	3 points
Instructional materials	3 points
Plans for generalization and maintenance	3 points
Final data graph - baseline, intervention, and post-instruction data	3 points
Project evaluation/reflection	3 points
Poster quality and oral presentation	3 points
Total points	**30 points**

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 Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; **you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own)**. Check your Mason email regularly for important information regarding your field experience.

Other Assignments

Research Article Summaries (2 @ 10 points each = 20 points):

You will read 10 research-based articles and summarize each using the Summary Format for Readings included in the Course Assignment Packet. Five of the readings are assigned (see Required Research Readings). See Schedule for due dates. The remaining five articles are those you will select to support your Content Text Instructional Plan and are due the week prior to submitting the Instructional Plan.

Online Modules (5 @ 2 points each = 10 points):

Our class will have a hybrid format, where half of the time we will meet face-to-face or via Zoom for synchronous sessions and the other half of the time there will be online modules. Each module will have instruction and learning activities geared at helping enhance student understanding of course content and objectives. Module work will help students engage with core course ideas and develop application of these concepts as the larger course assignments are constructed throughout the course. Completed online module work will be submitted via BlackBoard and graded for both completion and accuracy.

Attendance/In-Class Learning Activities @ Synchronous Sessions (5 @ 2 points each = 10 points):

A large part of the class learning will occur in our face-to-face class meetings that will also be accessible via Zoom. During these face-to-face/synchronous sessions, students will be focused on developing their lesson planning, research skills, and knowledge of evidence-based practices in reading and writing. Since attendance is important to the course outcomes, students will earn 1 point during each class session for being present, which includes being on time for class, participating within class activities and discussions, and being mentally present and available for learning during class time. The other earned point during each face-to-face/synchronous session will be earned through successful and accurate completion of in class activities focused on the processing and application of class readings and objectives, as well as building understanding and skills targeted towards the accomplishment of course projects and learning outcomes.

Assignment Summary
Course grades are calculated by summing the points earned on assignments and dividing by the 100 total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Content Text Instruction	**30 points**
Writing Intervention	**30 points**
Research Article Summaries (10 @ 2 points each)	**20 points**
Online Modules (5 @ 2 points each)	**10 points**
Attendance/In-Class Learning Activities (5 @ 2 points each)	**10 points**
Total Points	**100 points**

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 either face-to-face or via Zoom, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session virtually, 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 instructors 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 instructors are notified before the class session and in-class activities are completed on the student's own time and submitted.** 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 will be considered on an individual and case by case basis based on appropriate student documentation! Two or more unexcused absences may result in no credit for this course.

Late Work

All assignments should be submitted *on or before* the assigned due date via BlackBoard. 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.

Late assignments will be accepted in the following manner, **except for the Writing Intervention Project which is due on the last night of class and will not be accepted any later than that date.**

- ⮚ 5% point deduction – up to 1 week late
- ⮚ 10% point deduction – 1-2 weeks late
- ⮚ 25% point deduction – 2 weeks late up through last class before exam

Grading Scale

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 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 must 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/).

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

Week	Topics	Readings Due	Assignments Due
1/25	• Introductions • Course Overview, Syllabus, & Blackboard Review • Icebreaker **(Whole Group Virtual Session)**	Ensure access for Blackboard for this course	
2/1	Writing Instruction • Handwriting • Word processing **Group A: Synchronous/Face-to-Face** **Group B: Online Module**	Mercer & Mercer: *Assessing & teaching handwriting*	Group A: In Class Assignment #1 Group B: Online Module #1
2/8	Writing Instruction • Capitalization • Punctuation • Spelling **Group B: Synchronous/Face-to-Face** **Group A: Online Module**	Mercer & Mercer: *Assessing & teaching spelling* Rudinsky & Haskell: *How to teach spelling* Wheatley: *Spelling Stages Checklist*, & *Error Analysis*	Group A: Online Module #1 Group B: In Class Assignment #1

Week	Topics	Readings Due	Assignments Due
2/15	Writing Instruction • Strategy instruction • Self-regulation • Assessing written expression **(Online Session Both Groups)**	Mason & Graham: *Writing instruction for adolescents* Harris, Graham, Mason & Friedlander: *Chapters 1, 2, 3, & 4* Mason, Reid, & Hagaman: *Chapters 1, 2, 3*	Research Summary #1 (Williams et al., 2017)
2/22	Writing Structures & Genres • Sentences • Paragraphs, Summaries, & Quick Writes • Narrative Writing: Stories and Biographies **Group A: Synchronous/Face-to-Face** **Group B: Online Module**	Mason, Reid, & Hagaman: *Chapters 9* Harris, Graham, Mason & Friedlander: *Chapters 6 & 7*	Group A: In Class Assignment #2 Group B: Online Module #2
3/1	Writing to Learn • Writing Persuasive and Informative Essays **Group B: Synchronous/Face-to-Face** **Group A: Online Module**	Fisher & Frey: *Chapter 7* Harris, Graham, Mason & Friedlander: *Chapters 8, 9, 10, & 11* Mason, Reid, & Hagaman: *Chapters 8 & 10*	Group A: Online Module #2 Group B: In Class Assignment #2 Research Summary #2 (Datchuk & Kubina, 2013)

Week	Topics	Readings Due	Assignments Due
3/8	Revising & Editing • Strategies • Sentence Combining • Writing Intervention Check-in **Group A: Synchronous/Face-to-Face** **Group B: Online Module**	Harris, Graham, Mason & Friedlander: *Chapters 12, 13, 14, &15* Saddler: *Sentence combining: A sentence-level writing intervention*	Group A: In Class Assignment #3 Group B: Online Module #3
3/15	Reading to Learn • Text Structure • Writing Intervention Check-in **Group B: Synchronous/Face-to-Face** **Group A: Online Module**	Fisher & Frey: *Chapter 1* Mason, Reid, & Hagaman: *Chapter 4*	Group A: Online Module #3 Group B: In Class Assignment #3 Research Summary #3 (Mason & Graham, 2008)
3/22	Reading to Learn • Questions and Discussions • Writing Intervention Check-in **Group A: Synchronous/Face-to-Face** **Group B: Online Module**	Fisher & Frey: *Chapters 2 & 3* IRIS: Collaborative Strategic Reading https://iris.peabody.vanderbilt.edu/module/csr/	Group A: In Class Assignment #4 Group B: Online Module #4

Week	Topics	Readings Due	Assignments Due
3/29	Reading to Learn • Graphic Organizers (teacher created and web-based programs) • Writing Notes • Writing Intervention Check-in **Group B: Synchronous/Face-to-Face** **Group A: Online Module**	Fisher & Frey: *Chapters 5 & 6*	Group A: Online Module #4 Group B: In Class Assignment #4 Research Summary #4 (Cuillo et al., 2015)
4/5	Reading to Learn • Comprehension Strategies • Writing Intervention Check-in **(Online Session Both Groups)**	Mason, Reid, & Hagaman: *Chapters 5, 6, & 7*	Research Summary #5 (Stevens et al., 2018)
4/12	Reading and Writing to Learn • Reading + Writing Strategies • Writing Intervention Check-in **Group A: Synchronous/Face-to-Face** **Group B: Online Module**	Harris, Graham, Mason & Friedlander: *Chapters 16 & 17* Mason, Reid, & Hagaman: *Chapter 11*	Group A: In Class Assignment #5 Group B: Online Module #5

Week	Topics	Readings Due	Assignments Due
4/19	Reading and Writing to Learn • Vocabulary and Mnemonics • Writing Intervention Check-in **Group B: Synchronous/Face-to-Face** **Group A: Online Module**	Fisher & Frey: *Chapter 4* Mastropieri & Scruggs: *Improving Attention and Memory. (pp.283-301)*	Group A: Online Module #5 Group B: In Class Assignment #5 **5 Research Summaries to Support Your Content Project**
4/26	• Content Project Peer Feedback • Writing Intervention Workshop **(Whole Group Virtual Session)**		**Content Text Instructional Plan**
5/3	• Poster Presentation **(Whole Group Virtual Session)**		**Writing Intervention Project**

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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- 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)

<div align="center">

EDSE 441/641 Content Unit Plan

</div>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis
CEC/IGC Standard 3
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• **Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).**
	• **Candidate does not clearly identify and describe ANY of the following related to the standard:**
	   o **Critical concepts,**
	   o **Critical vocabulary, or**
	   o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
	   Required for a student to meet the standard.
	• **Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.**
		• **Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).**
		• **Candidate clearly identifies, describes, and prioritizes the relevant:**
		   o **Critical concepts,**
		   o **Critical vocabulary, and**
		   o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
		Required for a student to meet the standard.
			• **Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).**
			• **Candidate clearly identifies, describes, and prioritizes the relevant:**
			   o **Critical concepts,**
			   o **Critical vocabulary, and**
			   o **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
			Required for a student to meet the standard.
			• **Candidate provides further evidence of task analysis of the standard by:**
			   o **Identifying priorities or sequencing of the critical content,**
			   o **Identifying ways to organize the critical content, OR**
			   o **Identifying sources of specialized materials, curriculum, or resources related to the critical content.**

Development of Unit Planning Visual Organizer/Power Point Presentation
CEC/IGC Standard 3
	• **Candidate develops a unit planning visual organizer/power point presentation which omits any of the following:**
	   o make explicit connections between prior knowledge and future learning (scope and sequence);
		• **Candidate develops a unit planning visual organizer/power point presentation which:**
		   o makes explicit connections between prior knowledge and future learning (scope and sequence),
			• **Candidate develops a unit planning visual organizer/power point presentation which:**
			   o makes explicit connections between prior knowledge and future learning (scope and sequence),

Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	○ make connections between essential concepts; ○ identify, prioritize and sequence key concepts from the unit; and ○ identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • **Candidate explicitly connects organizer components to state standards or provides for enrichment.**
Adaptation in Unit Lessons **CEC/IGC Standard 5** Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• **Candidate fails to do any of the following:** ○ **identify essential concepts and vocabulary likely to require adaptation.** ○ **select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.** ⊖ **adapt lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.**	• **Candidate identifies which essential concepts and vocabulary are likely to require adaptation.** • **Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.** • **Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.** • **Candidate integrates task analysis into the lessons.**	• **Candidate identifies which essential concepts and vocabulary are likely to require adaptation.** • **Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.** • **Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.** • **Candidate integrates task analysis into the lessons.** • **Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.**

Unit Plan Development
CEC/IGC Standard 5
Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
	• **Candidate prepares incomplete unit plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.**
	• **Candidate fails to focus unit plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.**
		• **Candidate prepares comprehensive unit plans that**
		  o **utilize a repertoire of evidence-based practices to individualize instruction, and**
		  o **emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.**
		• **Candidate focuses unit plans on**
		  o **teaching essential concepts, vocabulary, and content across the general curriculum,**
		  o **includes age and ability appropriate instruction and**
		  o **uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.**
		• **Candidate integrates instructional or assistive technology into the unit plans.**
			• **Candidate prepares comprehensive unit plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.**
			• **Candidate focuses unit plans on**
			  o **teaching essential concepts, vocabulary, and content across the general curriculum,**
			  o **including age and ability appropriate instruction and**
			  o **using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.**
			• **Candidate integrates task analysis and instructional or assistive technology into the unit plans, as appropriate.**
			• **Candidate includes clear plans for connecting the concepts from one lesson to the next.**
			• **Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.**

Assessments
CEC/IGC Standard 4
Candidate uses multiple methods of assessment and data sources in making educational decisions.
	• **Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities**
	
	OR
	• **Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.**
		• **Candidate describes and provides original sample questions for two different assessments for the unit that**
		  o **1. ONE: evaluates instruction of the stated learning objectives**
		  o **2. TWO: Monitors progress of an individual with an exceptionality during unit instruction**
		• **Candidate selects assessments to accommodate the unique abilities and**
			• **Candidate describes and provides original sample questions for two different assessments for the unit that**
			  o **1. ONE: evaluates instruction of the stated learning objectives for reading and writing about content material**
			  o **2. TWO: Monitors progress of an individual with an exceptionality during unit reading instruction**

		needs of individuals with exceptionalities.	• **Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.** • **Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.**