



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

Spring 2023

EDSE 341 001: Language Acquisition and Reading and Writing Development

CRN: 21647, 3 – Credits

Instructor: Karan Omohundro	Meeting Dates: 1/23/23 – 5/17/23
Phone: 540-602-8008 (cell)	Meeting Day(s): Thursday
E-Mail: kmoncure@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Fairfax; Finley 114
Office Location: Office hours will be conducted via zoom, or before of after class in KH 14	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

EDSE 201 with a minimum grade of "C" or "XS". Permission of instructor to override prerequisite may be granted with sufficient experience or knowledge in the field.

Co-requisite(s):

None

Course Description

Examines language, reading, and writing skills for typical and atypical students, and describes language, reading and writing instruction for students with disabilities who access the general curriculum. Explores emergent literacy skills, sound and symbol relationships, spelling development, phonemic awareness, phonics, vocabulary development, and comprehension. Analyzes informal assessment methods to monitor students' reading and writing progress.

Course Overview

EDSE 341 examines typical and atypical language, spelling, and reading skill development and instruction for students with disabilities who access the general curriculum. This course explores emergent literacy skills, sound and symbol relationships, spelling development, phonemic

awareness, phonics, vocabulary development, and comprehension. This course analyzes informal assessment methods to monitor students' reading progress.

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

Students pursuing teacher licensure can declare a teaching concentration once they've earned 45 credits and if they have a 2.5 or higher GPA. For the teacher licensure tracks, students must maintain at least a 2.50 GPA and earn a C or better in their program core and concentration coursework.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

Upon completion of this course, students will be able to:

1. Identify the Virginia English Standards of Learning, as well as the complete nature of language acquisition as a precursor to literacy and the reciprocal nature of reading and writing.
2. Describe the typical development of linguistic competence in the areas of phonetics, semantics, syntax morphology, phonology, and pragmatics; and explain how they interact.
3. Describe reading skills of phonemic and phonological awareness, concept of print, phonics, syllabification, word attack, vocabulary development, fluency, and comprehension and monitoring strategies as identified by the National Reading Panel.
4. Describe how stages of language and spelling development for typical students and students with disabilities impact decoding, encoding, reading, and writing development in the general curriculum.
5. Identify distinction between language delay/disorders of students with disabilities and language differences of students with diverse cultural and linguistic backgrounds.
6. Describe diagnostic decision-making based on assessments such as informal reading inventories, running records, developmental spelling assessments, and curriculum-based assessments to monitor the ongoing progress of students and the design and delivery of a balanced approach for students' specialized reading instruction and to advocate for appropriate services for students with disabilities.

7. Identify students' reading errors to guide instructional decision-making and to provide feedback.
8. Identify effective ways to utilize assistive and instructional technology for students to access the general education curriculum.
9. Identify and describe research-supported instructional reading methods, including explicit instruction, appropriate to students with disabilities who access the general education curriculum.
10. Describe evidence-based practices to effectively teach early language and writing and reading skills, and remediate deficits in academic areas at the elementary, middle, and secondary levels for students with disabilities who access the general education curriculum.

Professional Standards

(Council for Exceptional Children [CEC] and the 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

Berkeley, S. & Ray, S. (2020). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms* (pp. 68-89). Routledge.

Fox, B. J. (2016). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th ed.). Pearson.

Recommended Texts

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

Required Resources

Access to Blackboard (Bb) for additional course materials, assigned readings, and activities to be posted and/or submitted on Bb.

Additional Readings

Dombek, J. L. & Al Otaiba, S. (2016). Curriculum-based measurement for beginning writers (K-2). *Intervention in School and Clinic*, 51(5), 276-283.

Gatlin-Nash, B., Johnson, L., & Lee-James, R. (2020). Linguistic differences and learning to read for nonmainstream dialect speakers. *International Dyslexia Association: Perspectives on Language and Literacy*, 28-35. Retrieved January, 17, 2023, from <https://www.literacyhow.org/wp-content/uploads/2020/09/Linguistic-Differences-Gatlin-Nash.pdf>

Hasbrouck, J., & Tindal, G. (n.d.). *Fluency norms chart (2017 update)*. Reading Rockets. Retrieved January 17, 2023, from <https://www.readingrockets.org/article/fluency-norms-chart-2017-update>

McKenna, M. C., & Stahl, K. A. D. (2015). *Assessment for Reading Instruction* (3rd ed.). Guilford Publications.

Moats, L. C. (2020). *Speech to Print* (3rd ed., pp. 1-23). Brookes Publishing.

National Institute for Literacy (2006). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3* (3rd ed.). Retrieved January 17, 2023, from www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read

Course Performance Evaluation

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/SLL (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/SLL.

For EDSE 341, the required PBA is Informal Reading Assessment & Educational Assessment Report. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

o Informal Reading Assessment and Educational Assessment Report

(Directions and course grading rubric will be posted on BB for student use; CAEP Rubric attached. We will review these in class.)

College Wide Common Assessment

(VIA submission required)

N/A

Other Assignments

o Flash Card Checks (2)

The purpose of both flash card checks is to facilitate your organization for learning the new terminology of language or the 'language of language' throughout EDSE 341. You may choose your own method for preparing flash cards but each 'card' should include the provided term on one side and the definition with an example on the other side. Some recommended tools include

index cards, Quizlet (web-based and app based), Flashcards Maker app, Anki flashcards on iOS, or GoodNotes function for flash cards, etc. A list of terms will be provided to you and the instructor will need to see evidence of completed flash cards during the 'check'. A four-point rubric will be provided in class.

o **Online Modules (2)**

The majority of our classes will be face-to-face, in-person meetings. However, two class sessions will be asynchronous, meaning we will not meet in person and you will be responsible for completing online modules during these asynchronous class sessions. Each module will have instruction and learning activities geared at helping to enhance student understanding of course content and objectives. Module work will help students engage with core course ideas and develop application of these concepts. Completed online module work will be submitted via Blackboard and graded for both completion and accuracy. A four-point rubric will be provided in class.

o **Advance Organizer Checks (2)**

Advance organizers are visual guides used to provide an organizational framework in *advance* of learning new information (e.g., graphic organizers, KWL charts, cloze sentences, concept maps, pre-questioning techniques). The purpose of completing these advance organizers is to assist you with your comprehension of the content by helping you to focus on important information within the text and make connections with what you may already know. When indicated in the syllabus, you will be provided an advance organizer to be reviewed prior to reading, and then to engage with during and after reading (e.g., during class discussions of the reading assignments). To complete these, you will be required to fill out missing information on each organizer and provide evidence of completion during the in-class 'check'. A four-point rubric will be provided in class.

o **Mid-term**

The midterm exam will include multiple-choice and application items. Additional information on content to be assessed on the exam will be provided in class.

o **Fox Phonics and Word Study Workbook Completion (self-paced)**

To effectively teach reading, teachers must be proficient in foundational reading skills such as phonics. You will need to independently complete, in writing, each of the exercises in sections I-IV of the Fox (2016) workbook. Plan to submit your Fox (2016) text in-person or digitally at the beginning of the class session on the due date; your book will be returned to you at the end of class. Full credit is given when evidence of completion of all assigned parts is submitted on time. *Sections V-VIII are optional*. Extra credit will be given to students who choose to show evidence of completion of any of these optional sections (.25 points per completed section).

Assignment Summary

Attendance/In-Class Learning Activities (12 @ 2 points each)	24 points
Flash Cards Checks (2 @ 4 points each)	8 points
Online Modules (2 @ 4 points each)	8 points
Advance Organizer Checks (2 @ 4 points each)	8 points
Mid-term	10 points
Fox Phonics and Word Study Workbook Completion (3 checks @ 4 points each)	12 points
*Informal Reading Assessment and Educational Assessment Report	30 points
TOTAL # OF POINTS EARNED	100 points

*VIA SUBMISSION REQUIRED

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all classes, arrive on time, stay for the duration of the class time, and be professional. However, if you are unable to attend class, it is your responsibility to obtain notes, handouts, and lecture details from another student. Many of the activities and discussions we will have in class cannot be recreated outside of the class session. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions. *Each class session is worth 2 points.* Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on

time. For every 24-hour period that an assignment is late, a 5%-point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

Letter	Percent
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and

Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/eпо/candidate-dispositions>.

Class Schedule

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

Week	Class Topics	Readings Due By Start of Class	Assignments Due By Start of Class
#1—1/26	<ul style="list-style-type: none"> • Class introductions & overview • Intro to the relationship between language & literacy • Building blocks of teaching to read 		
#2—2/2	<ul style="list-style-type: none"> • Simple View of Reading • The language of language • Typical language development <p>***asynchronous class*** *(complete online module)*</p>	Moats Ch. 1	
#3—2/9	<ul style="list-style-type: none"> • Language delay, disorder, difference • Language and literacy in the early school years: Concepts of print, listening comprehension, & assessment 	Gatlin-Nash et al. (2020) Berkeley & Ray Ch. 4 & 6	<ul style="list-style-type: none"> • Asynchronous module elements • Fox part I & II
#4—2/16	<ul style="list-style-type: none"> • Language and literacy in the early school years: Phonological & phonemic awareness • VA English SOLs 	Put Reading First, p. 1-9 Berkeley & Ray Ch. 5	<ul style="list-style-type: none"> • Advance organizer check #1

#5—2/23	<ul style="list-style-type: none"> • Accessing text: Phonics, syllabification, word attack, & assessment of • Selecting instructional text 	Put Reading First, p. 11-17 Berkeley & Ray Ch. 7	<ul style="list-style-type: none"> • Flash card check #1
#6—3/2	<ul style="list-style-type: none"> • Intensive reading intervention • Explicit instruction <p>***asynchronous class*** *(complete online module)*</p>	Berkeley & Ray Ch. 8	
#7—3/9	<ul style="list-style-type: none"> • Mid-term exam • Accessing text: Fluency • Error analysis & assessment of fluency skills 	Hasbrouck & Tindal (2017) Put Reading First, p. 19-27	<ul style="list-style-type: none"> • Asynchronous module elements • Fox part III • Flash card check #2
SPRING BREAK—NO CLASS 3/16			
#8—3/23	<ul style="list-style-type: none"> • Diagnostic Assessment: Informal Reading Inventory (IRI), running records, and miscue analysis 	Berkeley & Ray Ch. 3	<ul style="list-style-type: none"> • Advance organizer #2
#9—3/30	<ul style="list-style-type: none"> • Understanding text: Vocabulary, morphology, & semantics 	Put Reading First, p. 29-39	
#10—4/6	<ul style="list-style-type: none"> • Understanding text: Reading comprehension strategies • Comprehension assessment & interest inventory 	Put Reading First, p. 41-48 Berkeley & Ray Ch. 10 & 12	<ul style="list-style-type: none"> • Fox part IV
#11—4/13	<ul style="list-style-type: none"> • Fox post-test • Development of spelling and spelling assessment 	McKenna et al. (2019) Ch 11	<ul style="list-style-type: none"> • Part 1 of IRA report (i.e., background and current functioning)
#12—4/20	<ul style="list-style-type: none"> • Writing: Simple View of Writing, sentences and syntax • Curriculum-based assessment of writing 	Dombek & Al Otaiba (2016)	

#13—4/27	<ul style="list-style-type: none"> • Putting it all together: Using data to guide instruction (case studies) 		<ul style="list-style-type: none"> • Part 2 of IRA report (i.e., describe tests and assessment results)
#14—5/4	<ul style="list-style-type: none"> • LAST DAY OF CLASS • Wrap-up • Course evaluations 		<ul style="list-style-type: none"> • Part 3 of IRA (i.e., DSA) report
5/11 Final submissions due	<ul style="list-style-type: none"> • Part 4 (i.e., summary and recommendations) is due for submission to Blackboard by 4:30pm. • Informal Reading Assessment and Educational Report (i.e., all four parts assembled into one report) is due for submission to VIA by 4:30pm. 		

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/) (<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/) (<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/) (<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/) (<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 VIA should be directed to viahelp@gmu.edu or <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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

**Appendix
Assessment Rubric**

Informal Reading Assessment and Educational Assessment Report (CAEP rubric)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background & Oral Language Development:</p> <p>CEC/IGC Standard 1</p> <p>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.</p>	<p>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.