Spring 2008
Course day/time: Tuesday, 7:20 to 10:00 p.m.
Course location: Innovation Hall, Room 209

PROFESSOR: Peggy King-Sears, Ph.D.
Office phone: 703-993-3916
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Office hours: Tuesdays 2:00 to 4:00 by appointment only; other days and times by appointment.
E-mail: mkingsea@gmu.edu

COURSE DESCRIPTION:
Prerequisites*: There are no required prerequisites for this course, but each Program in Special Education strongly recommends a specific sequence. Please refer to your Program of Studies to determine where this course fits within your overall program.

*Advising contact information:
Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Course description from university catalog: Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. Note: School-based field experience required.

Objectives/Competencies
This course is designed to enable students to:
• Describe language development and emergent literacy skills.
• Describe the theories and stages of normal language development.
• Describe the nature, function, and rules of language.
• Describe disorders and deviations in language and related areas.
• Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
• Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
• Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
• Describe the elements of balanced reading instruction.
• Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disturbance, and mild mental retardation.
PROFESSIONAL STANDARDS
Course’s Relationship to Program Goals and Professional Organization
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
The CEC standards that will be addressed in this class include some of the following:

CEC Standard 4 - Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language (refer to box for a complete description of this CEC Standard)
Knowledge:
- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:
- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
The Council for Exceptional Children’s (CEC) Special Education Content Standard #6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN*. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

*Exceptional Learning Needs
TEXTS and READINGS

Required Texts and Chapters (chapters are available from the Instructor):


  Chapter 3 (pp. 45-76) on Obtaining Background Information
  Chapter 4 (pp. 82-105) on Jennings Informal Reading Inventory
  Chapter 7 (pp. 167-183) on Early Literacy
  All of the above chapters are available from the Instructor.


  Chapter 2 (pp. 13-24) on The Elements of Language
  Chapter 5 (pp. 56-79) on Language Development: Birth through the Preschool Years
  Chapter 6 (pp. 80-96) on Language and Literacy in the School Years
  All of the above chapters are available from the Instructor.

It is highly recommended that students bring the Bursuck and Damer (2007) [B & D] textbook to class each week because the Instructor will be referring to specific pages during class. The Fox (2005) text must be brought to class with the relevant Reviews-per-Part completed, the Reviews themselves completed and scored (% correct) as noted in the syllabus; it’s suggested that you bring the Fox text every week. Bring the Kuder (2008) and Jennings, Caldwell, and Lerner (2006) [J, C, & L] readings for the class sessions when that content will be discussed, and note that sometimes the content discussions extend beyond one class session. Other readings relevant to special education literacy instruction will be assigned by the Instructor and chosen by students to read throughout the course.

Required Recent (2005, 2006, 2007) Peer-Reviewed Journal Readings: To be determined and selected by students throughout the semester for the Journal Summary and Case Study summative evaluations.

Required Access to Course Blackboard Site and MyLabSchool: GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). Accompanying your purchase of the Bursuck and Damer (2007) text is permission for you to access MyLabSchool. There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester). For example, there is an Informal Reading Inventory (IRI) online that you will need to print and use with the student you target to work with this semester for Case Study Part I (the IRI is at this web site www.ablongman.com/jennings5e)
Recommended Readings:

- Chapter 7 on Language and Students with Learning Disabilities
- Chapter 8 on Language and Students with Intellectual Disabilities
- Chapter 10 on Language and Students with Emotional and Behavioral Disorders

Contact the Instructor for access to these chapters.

Recommended Online Readings (portions of which may be required readings during the semester):


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**Caution about NOT using the APA manual:**

Tip from the Instructor: Some internet sites attempt to distill the APA style down to a few pages. My observation has been that (a) their focus is on the technical aspects of APA, such as how to cite References, (b) there are sometimes APA errors on these sites, and (c) the major or sole focus is on technical APA with little to no information on clear and excellent writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style. Caution if you choose to use another source that claims it is providing exemplars of APA, but may not be accurate.
NATURE OF COURSE DELIVERY

Learning activities include the following:

• Instructor lecture, to include explicit instruction using demonstration and modeling, and implicit instruction by setting up learning experiences that build on students’ background knowledge and skills.
• Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading, and writing deficits as depicted in scenarios (e.g., review of cases).
• Review and expansion of material read in preparation for course sessions.
• Student self-assessment of progress throughout the course.
• Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
• Examine curricular materials and analyze student learning deficits, patterns, and strategies (such as review of reading programs, viewing video scenarios).
• Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following:

■ Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.
■ Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
■ Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
■ Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
Keep Products from This Course for Future Use in Your Professional Portfolio!

Retain electronic copies of all course products to document progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards.

The special education program is now requiring electronic (versus hard copy) portfolios. You will need to submit “artifacts” (i.e., scored assignments) saved electronically this semester and perhaps in future semesters.

The “signature” assignment (Case Study) required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/.

Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

PARTIAL LISTING OF RESOURCES AND EXPECTATIONS

George Mason University Email: https://mserver3.gmu.edu/
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard: http://blackboard.gmu.edu
From this link, follow the directions to get into this semester’s research class. On this 403 Language and Reading course site, you will find detailed directions for completing assignments, assignment rubrics, internet sites that you should use to complete some parts of assignments (e.g., calculating readability formulas, developing curriculum-based assessment probes and graphs), and other information that is either essential for you to read/use for course success or supplemental resources that you may wish to save and access in the future.

George Mason Patriot Web: https://patriotweb.gmu.edu/
A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style. Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site.
George Mason University Honor Code: [http://www.gmu.edu/facstaff/handbook/aD.html](http://www.gmu.edu/facstaff/handbook/aD.html)

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, Turnitin, a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

Absences:
Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Recommended, but not required, is that you notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up. If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course’s requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor.

Assignments and Readings and Due Dates:
For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see Professional Disposition Criteria at [http://www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Recommended Websites to Explore:
NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. The following sites contain information that your Instructor recommends out of the millions of websites on reading on the internet! Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.
- [www.sped.cec.org](http://www.sped.cec.org) for Council for Exceptional Children (a professional organization)
- [http://www.vra.nesinc.com/](http://www.vra.nesinc.com/) Virginia Reading Assessment
- [http://www.ideapractices.org](http://www.ideapractices.org)
- [www.readingrockets.com](http://www.readingrockets.com)
- [www.cldinternational.org](http://www.cldinternational.org) for Council for Learning Disabilities (a professional organization)
- [http://dibels.uoregon.edu](http://dibels.uoregon.edu) (Dynamic indicators of basic early literacy skills)
- [www.ed.gov/index.jup](http://www.ed.gov/index.jup) (click on education resources)
- [http://www.ldonline.org/index.html](http://www.ldonline.org/index.html) follow links for good information
- [http://www.reading.org/](http://www.reading.org/) International Reading Association (IRA)
- [http://www.nationalreadingpanel.org/](http://www.nationalreadingpanel.org/) National Reading Panel info site
- [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)
- [http://www.reading.org](http://www.reading.org) (International Reading Association)
- [http://www.nifl.gov](http://www.nifl.gov) (National Institute for Literacy)
http://www.ku-crl.org (University of Kansas Center for Research on Learning)
http://www.state.tn.us/education/ci/cistandards2001/la/cilarstratteachread.htm
http://darkwing.uoregon.edu/~rhgood/dibels_to_differentiate.pdf
http://ccvi.wceruw.org/ccvi/Staff/home/beglinger/prf/FluencyBibliography070103.pdf
http://darkwing.uoregon.edu/~duesbery/session%20handouts/history%20of%20CBMs/point%20form%20history%20of%20cbms.doc
http://www.prel.org/products/re_/assessing-fluency.htm
http://www.nifl.gov/partnershipforreading/adolescent/default.htm
COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Course requirements include readings (e.g., texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study). Both formative (ungraded) and summative (graded) performance-based assessments (e.g., evaluations, projects, assignments) are used in this course. The final course grade is based on the quantity of points students earn through timely submission of high-quality summative performance-based evaluations.

Full earned credit given for assignments turned in on time (4:30 pm on the due date, unless otherwise stated in this syllabus). Five percent of the total assignment points are deducted for each (or portion of) 24-hour period that passes after the 4:30 pm due date. All assignments must be typed and submitted as hard copy except for the assignments noting ELECTRONIC SUBMISSION ONLY. The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 5th edition. A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor.

Formative Evaluations (ungraded tasks):
- Study card development
- Feedback on course progress
- CBA probe and graph on reading terms and definitions

Performance-Based Summative Evaluations (scored to determine points for the final grade):
1. Self-Paced Completion of Fox Text 25 points
2. Article Summary* 30 points
3. Midterm Exam* 55 points
4. Case Study Parts I and II 95 points
5. Final Exam 80 points
6. Activities During Class 15 points

TOTAL 300 points

* If you earn less than a B on either of these evaluations, you may revise and resubmit the article summary and/or retake an alternative version of the Midterm Exam one time. You have one week after receiving the scored evaluation back to decide whether you want an opportunity to increase your grade to a maximum score of the lowest B point value. Contact the Instructor within one week to discuss this option, which is only available for these two evaluations. A “redo” and/or “retake” must be completed within two weeks after receiving the scored evaluation back.

A  = 284 - 300
A-  = 270 - 283.9
B+  = 260 - 269.9
B   = 244 - 259.9
B-  = 240 - 243.9
C   = 210 - 239.9
F   = < 209.9
Student Self-Management for Calculating Course Grade
Based on Points Earned on Performance-Based Summative Evaluations

<table>
<thead>
<tr>
<th>Title of Performance-Based Summative Evaluations</th>
<th>Points Earned / Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Paced Completion of <em>Phonics for the teacher of reading</em></td>
<td>/ 25</td>
</tr>
<tr>
<td>2. Article Summary</td>
<td>/ 30</td>
</tr>
<tr>
<td>3. Take-Home Midterm Exam</td>
<td>/ 55</td>
</tr>
<tr>
<td>4. Case Study (Parts I and II)</td>
<td>/ 95</td>
</tr>
<tr>
<td>5. Take-Home Final Exam</td>
<td>/ 80</td>
</tr>
<tr>
<td>6. In-Class Activities</td>
<td>/ 15</td>
</tr>
<tr>
<td><strong>Total # of points students can earn throughout this course</strong></td>
<td>/300</td>
</tr>
</tbody>
</table>

Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.

The “signature” assignment (Case Study) required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/.

Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

Description of Formative and Performance-Based Summative Evaluations for this Course

Formative Progress
(ungraded tasks)

# 1 Formative Evaluation: Study Card Development
The first formative evaluation includes student development of study cards (e.g., 5” x 8” index cards) that contain information from readings and class discussions/presentations as appropriate. Students who use a study card format (alternative formats can be used; please confer with and attain approval from Instructor by the third class session) for listing important information from readings and class discussions will have a comprehensive format already developed when they study for summative evaluations, such as exams. Moreover, students who review the study cards throughout the semester may also have a higher retention of course content and experience less stress when preparing for summative tasks. Most important, however, is that retention of course information can increase a person’s capacity for applying course content and readily accessible repertoire of techniques when teaching students with disabilities.
# 2 Formative Evaluation: Feedback Regarding Course Progress
The second type of formative evaluation relates to feedback from the Instructor regarding progress with course assignments and content. This feedback may occur during class time (note that limited opportunities during class sessions are available for individualized feedback), during individually scheduled conferences with the Instructor (note that this is the best way to receive individual feedback and should be initiated by the student as needed throughout the semester), and through work turned in throughout the semester. Additionally, participation during class discussions and application of concepts to a student's program area (e.g., grade level curriculum; students with disabilities) also indicates progress on summative evaluations.

# 3 Formative Evaluation: Curriculum-Based Assessment
The third type of formative evaluation focuses on a student’s acquisition of and fluency with reading assessment terms and definitions. Teachers who are fluid and fluent with these terms can more quickly and flexibly focus on application (e.g., instruction) and analytical (e.g., diagnostic) skills when teaching students with disabilities. The terms and definitions are derived from several sources, including the National Reading Panel reports, the Virginia Reading Assessment, and course texts. Curriculum-based assessment (CBA) probes with terms and answer keys with the terms’ definitions will be distributed during class, and timings will occur at the beginning of class sessions. Students will partner to conduct the CBAs with each other, and they will graph their results from week-to-week.

Performance-Based Summative Evaluations
(scored to accumulate points for a final grade)

# 1 Summative Evaluation: Phonics Self-Study == 25 points
In order to effectively teach reading and language, teachers must be proficient in phonics. For this summative evaluation, independently complete the Fox (2005) self-instruction textbook. Complete and score the pretest, then do each of the self-paced exercises in the text. Most sections will require you to write your responses on another sheet of paper, but if space allows – do write in the text and make notes/highlights for yourself. You have the option to accelerate your pace by completing the Parts prior to the Session meeting timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for specific Parts.

| Timeline and Points Earned for Completion of the Phonics Self-Instruction Text (author: Fox) |
|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| Session 2:                                     | Session 4:                                     | Session 6:                                     | Session 8:                                     | Session 10:                                    |
| Pretest 5 points                               | Parts I and II 5 points                        | Parts III and IV 5 points                      | Parts V and VI 5 points                        | Posttest 5 points                             |

Full earned credit when complete evidence is submitted on time. It is not possible to make-up points lost if the assigned Fox text information has not been completed fully and scored. It is possible to earn a portion of the points (e.g., earn 3 out 5 points if more than half of the work is completed on the due date) if you submit a portion of the completed work on time or one week late (e.g., earn 2 out of 5 points if the entire completed work is submitted one week after the due date). Fox text assignments will be accepted up until two weeks after the due date, and you can earn 1 out of 5 points if all of the work is completed. You must include a note with the late submissions notifying the Instructor when late work should be reviewed so that it is clear to the Instructor and your earned points can be scored accurately. No points can be earned if you complete the work more than two weeks after the assignment is due. If this situation occurs for you, schedule a meeting with the Instructor to discuss the situation so that you are more likely to earn points on subsequent Fox text submissions.
# 2 Summative Evaluation: Journal Article Summary == 30 points
Select one recent (2004, 2005, 2006, 2007) professional-refereed journal article that focuses on
techniques you can use to teach students with disabilities. The article must focus on one (most likely a
combination) of the following components of reading instruction: phonemic awareness, phonics, fluency,
vocabulary, or comprehension. This project requires you to both summarize the article content and to
derive how you plan to implement one aspect (i.e., technique) of the article content with students you
are either teaching or plan to teach (if you are not in a classroom now). Recommended but not required is
that the article is an original research article (i.e., the research procedures and results are the focus of the
article). The journal summary must be formatted according to APA guidelines for clear and excellent
written language (e.g., Ch. 2 of the APA manual) and technical features (e.g., Ch. 3 of the APA manual;
Ch. 4 of the APA manual), and organized according to the headings provided next (# 2-5; the cover sheet
does not need to have a heading!). The journal summary will be scored using the rubric provided in the
syllabus. Also include the journal article itself with the journal summary you write.
1.  Cover sheet (one page)
   Your name, course title, semester, instructor’s name, header with page # begins here
2.  Main Idea and Rationale (two pages)
   Identify and describe the major content that you derived from reading the author’s work.
   Also describe your rationale for why you chose this author’s work to summarize for this
   assignment. Figure that the main idea is one page in length, so your main idea content
   consists of more than just identifying a general main idea in a sentence or brief
   paragraph. Provide some level of detail about your main idea. For your rationale for
   choosing this author’s work (also figure this is about one page in length), focus on the
   relevancy for you (e.g., relate to students you teach, curriculum you teach).
3.  Details (two pages)
   Identify and describe two specific details from the author’s work. A suggestion is to
   narrow your focus so that you are paraphrasing content that seems most relevant or most
   unique or most interesting to you. One page per detail, so that should give you an idea of
   how much description is needed.
4.  Implementation and Impact (two pages)
   Expand on one detail from the article (you noted this detail in # 3) and describe how you
   plan to implement it with students with disabilities you are either currently teaching or
   plan to teach. Include in this section how you plan to monitor the impact of the technique
   related to student learning (what evidence will you use to know the technique is
   working?), and what you anticipate the impact/results will be for you as a teacher if your
   implementation of the detail goes as you planned (why would you bother to use a new
   technique if it has no advantages for you?!? be honest and clear about impact/results for
   you)
5.  Reference (one page)  
   Electronic submission of your summary; bring the journal
   article itself with you to class the week the assignment is due.
Total Points: Scoring Rubric for the Journal Article Summary

Exemplary paper (26-30 points): Appropriate topic of article choice, article is from a peer-reviewed professional journal and is a recent article (2005 to present), the format is identical to that noted in the syllabus for this assignment, all information under each major heading matches the required information. Good writing style, free of mechanical or stylistic errors, appropriate use of technical and written language APA format throughout.

Adequate paper (22-25 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, and/or minor writing style errors may be present.

Marginal paper (18-21 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with responsiveness of required information for each major heading and/or writing style.

Inadequate paper (1-17 points): Paper with substantial problems in important areas such as writing, information required in each major heading, and/or overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a literature of no value or relevance, or that was not approved for this assignment.

Rubric Calculation of Points for the Journal Article Summary

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Format correct throughout and article choice appropriate</td>
<td>/1.5</td>
</tr>
<tr>
<td>2. Main idea and rationale described clearly with excellent written language</td>
<td>/8</td>
</tr>
<tr>
<td>3. Two details described clearly with excellent written language</td>
<td>/9</td>
</tr>
<tr>
<td>4. Implementation and impact described clearly with excellent written language</td>
<td>/10</td>
</tr>
<tr>
<td>5. Technical aspects of APA accurate throughout</td>
<td>/1.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/30</td>
</tr>
</tbody>
</table>

Refer to the assignment for more detailed feedback from the Instructor. Full earned credit for assignments turned in on time.

# 3 Summative Evaluation: Take-Home Midterm Exam == 55 points

Those of you who are working on your credential licensure are required to take the Virginia Reading Assessment (VRA). The midterm exam includes items that reflect the style and content of this very rigorous test, such as multiple-choice items and short-essay responses to scenarios. Additionally, fill-in-the-blank, true/false, and essay-type questions will be used. ELECTRONIC SUBMISSION ONLY
# 4 Summative Evaluation: Reading Case Study Parts I and II == 95 points

The Reading Case Study is the “signature” assignment for this course. The Case Study requires selection of a student with a disability with whom you implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. You must be able to work with this student over a period of time (e.g., three sessions per week for about six weeks). Some people prefer to select several students for the Case Study to ensure there is one student with sufficient attendance and participation so that they can complete the Case Study on time and with required detail. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment, or people may contact Mason’s Field Relations Support Specialist to assist with acquiring a field experience placement.

NOTE: Placement and tracking of this Field Experience: Mason’s Field Relations Support Specialist Jennifer Coratolo jcoratol@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access http://cehd.gmu.edu/endorse/ferf to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed. More detail about point distribution on the Case Study is available on the course Blackboard site. A brief overview follows:

**Part I:**
- Prior to working directly with the student, gather sufficient background information so that you are better able to target appropriate informal reading assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
- Conduct initial informal reading assessments (e.g., Informal Reading Inventory, curriculum-based assessments) to determine appropriate instructional levels and interventions. Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student’s baseline data. Gather enough preliminary information about the student and the student’s curriculum (e.g., use a readability formula to figure out what grade level the student’s text is written at) so that you’re ready to examine the results, analyze the student’s learning, and target a specific skill area that you will teach to the student for Part II.

**Part II:**
- Using information from this course and at least two recent (2004, 2005, 2006, 2007) peer-reviewed journal articles, design an intervention.
- Implement the intervention.
- Continue to collect data to monitor the student’s performance during the intervention.
- Summarize the impact of the intervention, including your reflection and recommendations.
  - Prepare a one-page description of the intervention (to include citations for the source), and make photocopies to distribute to peers in the course.
  - On the due date for Part II, briefly describe the intervention (with your handout) and the impact of the intervention (including sharing a graph indicating student performance) with peers in the course.

Parts I and II: ELECTRONIC SUBMISSION ONLY.
- The scored Case Study Parts I and II assignment must be submitted to TaskStream Electronic site within one week after receiving it back (https://www.taskstream.com).
- The Appendices for the Case Study must be submitted as hard copy documents. Provide a self-addressed stamped envelope so the Appendices can be returned to you after the Case Study is scored.
# 5 Summative Evaluation: TAKE-HOME Final Exam == 80 points
All course competencies will be assessed on this TAKE-HOME final exam. Short answer, essay, multiple choice, matching, fill-in-the-blank, and true/false format will be used. The final exam includes items that reflect the style and content of the VRA. ELECTRONIC SUBMISSION ONLY

# 6 Summative Evaluation: Participation, Attendance, & In-Class Activities == 15 points
Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one’s own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting.

Additionally, during most class sessions there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time. Students will meet during class in small groups to analyze and discuss instructor-provided case studies. Points are based upon: Being present, being prepared with textbook or other relevant material (please bring readings or assigned material to class, as these are used for in-class discussions as well as course lectures), and participating the entire time period during the in-class activities.

### Feedback on Assignment Using APA Numeric Codes

<table>
<thead>
<tr>
<th>This # on your paper...</th>
<th>...corresponds to this section of the APA Manual. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 2 on writing style (2.01 to 2.05)</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2 on grammar (2.06 to 2.12)</td>
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<tr>
<td>3</td>
<td>Chapter 2 on guidelines to reduce bias in language (focus on 2.16)</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)</td>
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<tr>
<td>5</td>
<td>Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please</td>
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<tr>
<td>6</td>
<td>Chapter 3 on reference citations in text (3.94 to 3.103)</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 4 on Reference list (4.01 to 4.16)</td>
</tr>
</tbody>
</table>

An arrow indicates that a pattern of this type of feedback has evolved, and the writer needs to self-check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and increase the score for excellent written language and sound content.

Developed by King-Sears, Spring 2006
## COURSE SCHEDULE

* Additional required readings, typically internet resources and MyLabSchool (MLS) activities, will be announced either via Bb and/or during class sessions. These resources supplement the text(s) and facilitate your completion of activities during the semester.

<table>
<thead>
<tr>
<th>Session / Date</th>
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| 1. 1/22        | Facilitate introductions.  
    Foundation course.  
    Describe syllabus content (please read thoroughly before the next session).  
    Describe peer-reviewed journal articles.  
    Prepare for future sessions. | READ:  
    --Ch. 2, 5, and 6 from Kuder  
    -- Fox test Pretest  
    -- VRA Test Blueprint self-assessment  
| 2. 1/29        | Describe the elements of language.  
    Describe language development for typical students.  
    Identify characteristics of students with learning disabilities, emotional or behavioral disorders, and mild mental retardation (developmental disabilities, intellectual disabilities), and relate those characteristics to language development and subsequent impact on acquiring literacy skills.  
    Review self-assessment of VRA Test Blueprint items.  
    Discuss the journal summary assignment. | READ:  
    -- Ch. 1 of B & D text  
    -- Ch. 7 of J, C, & L text  
    DUE:  
    --Fox self-instruction text on phonics Parts I and II Reviews |
| 3. 2/5         | Overview the components of systematic explicit reading instruction.  
    Describe how tiers 1, 2, and 3 are used in the B & D text.  
    Describe assessment and instruction of early / emergent literacy skills. | READ:  
    -- Ch. 1 of B & D text  
    -- Ch. 7 of J, C, & L text |
| 4. 2/12        | Describe phonemic awareness and the alphabetic principle. Relate these to spelling and writing skills. Describe ways to assess a student’s skills in these areas.  
    Describe ways to assess a student’s phonemic awareness and alphabetic principle skills. Describe ways to assess a student’s skills in these areas.  
    Discuss ways to teach concepts learned in Fox Parts I and II (please submit specific questions in advance).  
    Identify ways to obtain background information on students and informally acquire literacy information when initially meeting students.  
    Discuss Case Study Part I. | READ:  
    -- Ch. 2 and 3 of B & D text  
    -- Ch. 3 (pp. 45-76) of J, C, & L text  
    DUE:  
    --Fox self-instruction text on phonics Parts I and II Reviews |
| 5. 2/19        | Discuss advanced word reading and reading fluency. Relate these to spelling and writing skills. Describe ways to assess a student’s skills in these areas.  
    Discuss Case Study Parts I and II. | READ:  
    -- Ch. 4 and 5 of B & D text  
    BEGIN WORK WITH YOUR CASE STUDY STUDENT  
    **For the rest of the semester, schedule individual meetings and access the Instructor on a regular basis (weekly) to ask questions and discuss progress-to-date on your Case Study.** |
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| 6. 2/26       | ■ Describe how to administer and score the Jennings Informal Reading Inventory (IRI).  
■ Describe formulas to assess readability levels of information to be read by students with disabilities.  
■ Apply course information so far to the Case Study Parts I and II assignment. Overview resources located in Appendices A, B, and C as well as resources located on the Bb site.  
■ Share content from the journal article summarized.  
■ Prepare for midterm exam.  
**Article Summary is due to the Instructor by 7:20 pm EST via EDSE 403 Digital Dropbox.** Bring a copy of the journal article you summarized with you to class. | READ:  
-- Ch. 4 (pp. 82-105) of J, C, & L text on Informal Reading Inventory  
--Download the entire IRI at [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e)  
**DUE:**  
Article Summary (submitted electronically) and bring a copy of the journal article to class. |
| 7. 3/4        | ■ Describe vocabulary instruction. Relate this to spelling and writing skills. Describe ways to assess a student’s skills in these areas.  
■ Discuss ways to teach concepts learned in Fox Parts III and IV (please submit specific questions in advance).  
■ Review results from your Case Study Part I, and discuss “where you can go from here” regarding developing, implementing, and monitoring an intervention (Part II).  
■ Prepare for the Midterm Exam (due electronically by the start of 3/18 class). | READ:  
-- Ch. 6 B & D text  
**DUE:**  
--Fox self-instruction text on phonics Parts III, IV Reviews |

3/11 – Mason Spring Break – No Class Meeting
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| 8. 3/18        | ■ Describe listening and reading comprehension. Relate these to spelling and writing skills. Describe ways to assess a student’s skills in these areas.  
■ Identify methods for assessing and improving comprehension of narrative text and informational (i.e., expository) text.  
■ Analyze student scenarios and develop comprehensive and systematic intervention plans that include a monitoring component. | READ:  
-- Ch. 7 B & D text  
DUE:  
--Submit Midterm Exam to EDSE 403 Bb site by 7:20 pm. |
| 9. 3/25        | ■ Discuss ways to teach concepts learned in Fox Parts V and VI (please submit specific questions in advance).  
■ Review results from your Case Study Part I, and discuss “where you can go from here” regarding developing, implementing, and monitoring an intervention (Part II). | DUE:  
--Fox self-instruction text on phonics Parts V, VI Reviews  
--DRAFT of Case Study Part I: Bring to class for discussion. |
| 10. 4/1        | ■ Describe ways to assess and teach spelling and writing.  
■ Discuss ways that concepts learned in the Fox text have increased your capacity to analyze phonetic patterns, and diagnose and instruct using phonics.  
■ Discuss progress on Case Study implementation. | READ:  
--TBA |
| 11. 4/8        | ■ Compare and contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students’ responses to interventions.  
■ Analyze progress on concepts learned in the Fox text.  
■ Compare pretest results to posttest results.  
■ Discuss progress on Case Study implementation. | READ:  
--TBA  
DUE:  
--Fox self-instruction text on phonics Posttest  
--An updated DRAFT of your Case Study (including Appendices you have acquired so far) for discussion. |
| 12. 4/15       | ■ Given varied learner characteristics, identify and describe responsive instructional techniques for promoting language, reading, and writing skills.  
■ Integrate skills learned and discuss progress so far in the course (e.g., relate to VRA, Case Study).  
■ Discuss final details on writing up the Case Study and bringing closure to activities with the implementation. | READ:  
--TBA  
DUE:  
-- VRA Test Blueprint self-assessment |
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| 13. 4/22      | - Synthesize interventions used in case studies and methods for monitoring students’ responses to interventions.  
- Share data-based instruction results from your Case Study.  
- Discuss TAKE-HOME Final Exam. | **DUE:**  
--Case Study Parts I and II are submitted electronically. Submit hard copy of Appendices and a stamped self-addressed envelope so the Appendices can be returned to you.  

*After the Case Study is scored and returned to you, submit the scored Case Study electronically to TaskStream within one week of receiving it back.* |
| 14. 4/29      | - Continue synthesis of course topics and application of course content to students with disabilities.  
- Discuss TAKE-HOME Final Exam  
- Complete Student Ratings of Instruction. | |
| **15. 5/6 is Mason Reading Day prior to Exams** | **There is no in-class meeting for Session 15.**  
The Take-Home Final Exam can be submitted at any time after the 4/29 class session. **The last date to submit the Take-Home Final Exam is by FRIDAY May 9. Submit via EDSE 403 Digital Dropbox.** | **DUE by Friday May 9:**  
Take-Home Final Exam |