GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Program: Special Education

EDSE 403: Language Development and Reading
Fall 2004
7:20-10:00 Tuesdays
Robinson Hall, Room B105

Instructor: Mary Thayer, M.Ed., NBCT
Office hours: by request
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COURSE DESCRIPTION:
A. Prerequisites: None
B. 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.

NATURE OF COURSE DELIVERY:
Learning activities include the following:
• Class lecture, discussion, and participation (including in-class assignments).
• Study and independent library research.
• Application activities involving case studies as well as use and evaluation of relevant
  curriculum materials.
• Class presentation
• Written research summary

STUDENT OUTCOMES:
Upon completion of this course, students will be able 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.
• Describe critical subskills of reading, including auditory discrimination and phonemic
  awareness.
• Provide instruction in reading readiness and reading subskills.
• Describe and implement methods and materials for phonics instruction.
• Describe and implement methods and materials for comprehension instruction.
• Describe, select, and implement relevant curriculum materials, including
  technological advances and their purposes.
• Develop and implement strategies in curriculum and methods to correspond with the
  Virginia Standards of Learning.
PROFESSIONAL STANDARDS:
This course is part of the George Mason University, School of Education, 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, 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](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

CEC standards that will be addressed in this class include some of the following:

**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.

**Standard 6 - Language**

**Knowledge:**
- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one’s own culture and the use of language and the ways in which these can differ from other cultures and their uses of language.
- 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.
REQUIRED TEXTS:


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Evaluation:
   1. Phonics Self-Study 10 points
   2. Mid-term exam 25 points
   3. Group research review and presentation 15 points
   4. Case Study 20 points
   5. Final exam 30 points

   Total possible points: 100

One point will be deducted for each day assignments are late.

5. Students who miss no more than two classes may earn up to 10 extra credit points if needed. It is up to the student to request an extra credit assignment. Requests must be made by 10/25.

B. Grading Criteria:

100% = A+  99 – 92% = A  91 – 90% = A-
89 – 88% = B+  87 – 82% = B  81 – 80% = B-
79 – 78% = C+  77 – 72% = C  71 – 70% = C-
65 – 69% = D
Below 65% = F
C. Explanation of assessments:

1. **Phonics Self-Study** (10 points)
   Students will complete the pre and post tests and exercises in the self-instruction textbook, *Phonics for the Teacher of Reading*.

2. **Mid-term exam** (25 points)
   a. Multiple choice, short answer, and application questions
   b. Covers assigned readings and class lectures up to the midterm date.
   c. *Upon request* may be retaken within two weeks of exam for an averaged grade.

3. **Group research review and discussion** (15 points total: 10 points summary; 5 points presentation.) Rubric provided.
   A. Class groups of 3-5 students will be assigned one of the following components of reading instruction:
      a). phonemic awareness
      b.) phonics
      c.) fluency
      d.) vocabulary
      e.) comprehension.
   For the assigned topic, each group will research articles about strategies and programs (when appropriate) for the following populations:
      a.) General education K-3
      b.) General education 4-12
      c.) Special education eligibility for specific learning disabilities.
      d.) Other special education populations (mental retardation, deaf and hard-of-hearing, autism spectrum)
   B. Each student will
      1. Write a 1-2 page summary of his or her research. *Research must include at least one article published in a peer reviewed journal.*
      2. Present the summary to his or her focus group.
      3. Provide a copy of the summary to class members and the instructor at the time of whole class presentations.
   C. Each group will write and present a synthesis of the research.
      1. Identify key features (focus, populations, findings, etc.) of the combined research of the group.
      2. Describe common features of strategies and programs
      3. Describe general findings (include limitations)
      4. Provide a copy of the written synthesis for class members and the instructor.

4. **Case Study** (20 points) Rubric provided.
   a. Each student will complete a case study, focusing on reading and language development, on one student of his or her choice.
   b. Each student will bring case study data on the specified dates for small group discussion.
c. Each student will summarize the current level of functioning of the case study subject.
d. Based on information gathered in the case study, each student will write two IEP goals in observable and measurable terms, describe an appropriate intervention, and tell how and when data would be collected.

5. **Final exam** (30 points)
   a. Multiple choice, short answer, and application questions
   b. Covers cumulative assigned readings and class lectures

6. **Extra Credit Option** (up to 10 points) It is up to the student to request an extra credit assignment. Assignments will be determined by course objectives needing additional study. **Requests must be made by 10/25.**

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It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and the CEC performance based standards.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](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](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topics/Learning Experiences</th>
<th>Reading/Assignment Due</th>
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| Class 1 8/30 | - Syllabus & Course Expectations  
- Reading Competence- What does it take?  
- Elements of language | Review Virginia Reading Assessment Blueprints: [www.vra.nesinc.com](http://www.vra.nesinc.com)  
Richek et al., Chapter 1  
*Begin phonics self-study |
| Class 2 9/6 | - Foundations of Reading Comprehension  
- Language Development and Differences  
Typical language development; second language learners; speech and language services | “Overcoming the Language Gap” Moats  
Richek et al., pp. 241-251, 305-319, 340-345 |
| Class 3 9/13 | - Developmental Stages of Reading  
- Language Assessment and Instruction for Preschool Children  
- Emerging Literacy  
- Phonological and phonemic awareness | Richek et al.  
Chapter 2 & 5  
*Begin Case Study |
| Class 4 9/20 | - Basic Reading Skills  
Sight words and phonics | Richek et al.  
Chapters 3 & 16 |
| Class 5 9/27 | - Spelling  
- Handwriting | Richek pp. 284-291  
Carreker and Henry articles (provided) |
| Class 6 10/4 | - Structural analysis  
- Fluency | Richek et al.  
Chapters 6 & 7 |
| 10/11 | No class – Columbus Day | Richek et al. Chapter 14 |
| Class 7 10/18 | Midterm Exam | Midterm Exam  
Phonics Self-Study Due |
| Class 8 10/25 | - Language Assessment and Instruction for School-age Children and Adolescents  
- Vocabulary - Context Clues, Spelling Connection; | Richek et al. pp. 251-264 |
| Class 10 11/1 | • More Reading Comprehension Challenges of reading across the curriculum • Small group analysis of case study data | Richek et al. Chapters 8 & 9 Etheredge article (provided) *Bring case study data* |
| Class 11 11/8 | • Written expression | Richek et al pp 265-283 |
| Class 12 11/15 | • Model reading lessons • Thematic Units | Case Studies Due Extra Credit Due Richek et al Chapter 4 |
| Class 13 11/22 | No class - group research meetings | Richek et al |
| Class 14 11/29 | • Research presentations | Individual and Synthesis Research Summaries Due |
| Class 15 12/6 | Final Exam | Final Exam |

**NOTE:**
This syllabus may change according to class needs and unscheduled events.