

GEORGE MASON UNIVERSITY

Graduate School of Education

SYLLABUS

EDSE 503: Language Development and Reading

Instructor: Kelley S. Regan

Phone: (w) 703-937-1581 (h) 703-280-1973

E-mail: kregans@aol.com

Location: Fairfax High School

Days & Time: Thursday 7:20-10:00 **Office Hours:** By Appointment

Course Description

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.

Prerequisites: none

Objectives/Competencies

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.
- 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 and emotional disabilities.

Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education area 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/learning.doc>

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 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.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, participation.
2. Videotape, audiotape and other relevant media presentations.
3. Study and independent library research.
4. Applications involving use and evaluation of relevant curriculum materials.
5. Class presentations.
6. Written research papers or strategy implementation projects.

NOTE: This syllabus may change according to class needs. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with the instructor or need special arrangements, please call and/or make an appointment with the instructor as soon as possible.

Required Texts

Polloway, E.A., Smith, T.C. & Miller, L.A., (2004). *Language Instruction for Students with Disabilities* (3rd ed.). Denver: Love.

Carnine, D.W., Silbery, J., & Kameenui, E.J. (1997). *Direct instruction reading* (3rd ed.). Columbus, OH: Prentice Hall/Merrill.

Evaluation

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.

Grading criteria

96-100 = A+

91-95 = A

87-90 = A-

84-88= B

80-83= B-

70-79= C

60-69= D

< 60 = F

A point will be deducted for work submitted late without prior explanation. Work can be submitted electronically before class or provided on the due date. Exemplary work may be kept and shared for the future.

Written work may be resubmitted for re-grading once within two weeks after it was returned. The two grades will be averaged.

REPRESENTATIVE ASSIGNMENTS

Mid-Term Exam: Exam will cover Language Development, rules of language, and language disorders.

Mini-Question/Response Sets:

Select one question of the four provided which cover specific aspects of reading and language development of special learners. Throughout the semester, you will turn in a total of four responses. Class readings, exploration of on line resources, and/or the application of reading interventions may be included in the Question/Response Sets. Adhere to due dates in the syllabus. Further details for these assignments as well as a rubric will be provided in class.

Application/Research Paper:

Option 1: Choose a research article from a professional journal (e.g., *Journal of Special Education*, *Journal of Learning Disabilities*, *Behavioral Disorders*, *Learning Disabilities Research & Practice*, *Remedial and Special Education*, *Exceptional Children*) describing an intervention in reading. Describe this article, then implement this intervention in your own class and describe the results. Your paper should describe the *participants* (students), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need NOT replicate the exact conditions of the article. Paper should be 10-15 pages in length.

Option 2: Choose an area relevant to reading instruction (e.g., phonemic awareness; comprehension instruction for narrative prose, expository prose; hypertext; spelling instruction; handwriting instruction), and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 10 references, 7 of which must provide original empirical data. (I can help you find articles if necessary). It should include *Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice*. Paper should be 10-15 pages in length.

For either option, let me know your topic **before** you begin. Both papers should employ APA format (see *APA Publication Manual* for title page, references, and subheadings).

Poster Presentation:

Present your paper/project succinctly to the class in a poster session. Posters should comply with the standards of the American Educational Research Association, as described on their website, <http://www.aera.net>. Evaluation will be based on content, organization, and presentation style.

Final Exam:

This exam will focus on instructional strategies for decoding and reading comprehension. Emphasis will be on practical application of course materials addressing reading problems in school settings (assessment of student learning, instructional strategies/interventions implemented, evaluation of student learning)

1. Attendance/Participation	10 points
2. Each Question/Response Set	5 points (x 4= 20)
3. Mid-Term Exam	15 points
4. Paper/Project	20 points
5. Poster	10 points
6. Final Exam	<u>25 points</u>
	100 points

CLASS	TOPIC	ASSIGNMENT
1-20	Introduction Historical background of language characteristics and training for students with disabilities	Polloway et al., Chp.1
1-27	Language Development and Deviations Stages of language and cultural diversity	Polloway et al., Chp.2--4
2-3	Language Deficits and Assessment Early intervention, Elementary School, and Adolescents	Polloway et al., Chp. 4-6 Mini-Question/Response Set #1
2-10	Instruction in Oral Language training sequences, intervention activities commercial language development programs	Polloway et al., Chp. 4-6 Mid-Term Exam
2-17	Beginning Reading phonemic awareness; phonological training; letter-sound correspondence; decoding regular words, sight words, irregular words	Carnine, Chp. 1-4
2-24	Beginning Reading vocabulary skills, commercial programs for beginning reading, research on beginning reading	Carnine, Chp. 5-10 Mini-Question/Response Set #2
3-2	Decoding Overview of decoding, phonic analysis	Carnine, Chp., 14-15 Evaluating an Article (in class)
3-9	Decoding Structural Analysis, contextual analysis, passage reading	Carnine, Chp., 16-18
3-16	Decoding Using commercial materials: decoding Instruction; research on decoding Instr. & Word recognition	Carnine, Chp., 19-20 Mini-Question/Response Set #3
3-23	Comprehension An overview	Carnine, Chp., 21
3-30	Comprehension Vocabulary instruction	Carnine, Chp., 22 Mini-Question/Response Set #4
4-13	Specific Comprehension Skills primary level, intermediate level, narrative	Carnine, Chp., 23-25
4-20	Comprehension: Strategies for expository text; commercial materials, research	Carnine, Chp., 26-28 Paper/Project Due
4-27	Poster Presentations	Final Exam

