GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDSE 503 5S3 /403 5S1 : Language Development and Reading
Spring 2005
7:20-10:00/Tuesday, Frost Middle School

PROFESSOR:
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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).
• Videotape and other relevant media presentations.
• Study and independent library research.
• Application activities involving use and evaluation of relevant curriculum materials.
• Class presentation
• Written research paper

STUDENT OUTCOMES:
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, cultural differences, 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.

PROFESSIONAL STANDARDS:
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 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
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. Class attendance and participation 10 points
2. Mid-term exam 25 points
3. Application/research paper 30 points
4. Paper presentation 10 points
5. Final exam 25 points

Total possible points: 100

6. Up to 10 extra credit points may be earned. Extra credit options and due dates will be posted on Blackboard. Due dates will be strictly observed.

B. Grading Criteria:
95 –100% = A
90 – 94% = A-
80 – 89% = B
70 – 79% = C
< 70% = F

C. Explanation of assessments:
1. Class attendance and participation (10 points). Points deducted for more than two absences.
2. Mid-term exam (25 points)
   a. Multiple choice and short answer questions
   b. Covers assigned readings and class lectures
3. Application/research paper (30 points)
   a. Research a strategy or specialized program for reading and/or language development.
   b. Write a 5-8 page paper that describes the strategy or program, cites peer reviewed research on its efficacy, and describes the target population including both developmental and age appropriateness. The paper must include six references, at least two of which must provide original empirical data.
   c. Rubric will be provided. Points will be deducted for late work.
4. Paper presentation (10 points)
   a. Present in a succinct 10-minute presentation a synthesis of your research. The findings should be presented with a concentration on application to provide members of the class with the information they would need to consider the appropriateness of the strategy or program for their students. Prepare a one page handout. Evaluation will be based on clarity of content, organization, use of overheads/slides and presentation style.
   b. Rubric provided
5. Final exam (25 points)
   a. Multiple choice and short answer questions
   b. Covers assigned readings and class lectures

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 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.
<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topics/Learning Experiences</th>
<th>Reading/Assignment Due</th>
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<tbody>
<tr>
<td>Class 1 1/25</td>
<td>Syllabus &amp; Course Expectations&lt;br&gt;Introductions&lt;br&gt;Reading Competence- What does it take?</td>
<td>Review Virginia Reading Assessment Blueprints: <a href="http://www.vra.nesinc.com">www.vra.nesinc.com</a>&lt;br&gt;<a href="http://www.middleweb.com/Reading.html">Reading Wars</a></td>
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<td>Class 2 2/1</td>
<td>Language Development and Differences&lt;br&gt;Typical language development; Second Language Learners</td>
<td>Polloway et al., Chapters 1-3</td>
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<td>Class 4 2/15</td>
<td>Language Assessment and Instruction for Preschool Children&lt;br&gt;Foundations of Reading</td>
<td>Polloway et al., Chapters 4</td>
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<td>Class 5 2/22</td>
<td>Midterm Exam</td>
<td>Extra credit due – reading study guides</td>
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<td>Class 6 3/1</td>
<td>Developmental Stages of Reading&lt;br&gt;Basic Reading/Spelling Skills 1&lt;br&gt;Phonological and Phonemic Awareness; Introduction to Phonics; Sight Words</td>
<td>Polloway et al., Chapters 7 &amp; 8 <a href="http://www.nationalreadingpan...l.org">Put Reading First</a>&lt;br&gt;“Phonemic awareness instruction”</td>
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<td>Class 7</td>
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<td>• Basic Reading/Spelling Skills 2</td>
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<td>More Phonics and Syllabication; Fluency</td>
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<td>Class 8</td>
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<td>• Language Assessment and Instruction for School-Age Children;</td>
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<td>Vocabulary - Context Clues, Spelling Connection;</td>
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<td>Structural Analysis</td>
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<td>Class 9</td>
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<td>• Reading Comprehension 1 - building blocks and road blocks</td>
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<td>Class 10</td>
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<td>• Language Assessment and Instruction for Adolescents;</td>
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<td>• More Reading Comprehension</td>
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<td>Class 11</td>
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<td>• Written Expression</td>
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<td>• Handwriting Instruction</td>
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<td>Class 12</td>
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<td>• Case studies: Matching strategies, programs, and accommodations to the</td>
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<td>Class 13</td>
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<td>Research Presentations</td>
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<td>Class 14</td>
<td>5/3</td>
<td>Final Exam</td>
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**NOTE:**
This syllabus may change according to class needs and unscheduled events.