GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
Syllabus for EDSE 503 001 & 403 001: Language Development and Reading

Spring 2006
Tuesday, 4:30 to 7:10          Enterprise Hall Room 173

PROFESSOR: Peggy King-Sears, Ph.D.
Office phone: 703-993-3916
Office location: GMU Fairfax Campus, Robinson B, Room 441A
Office hours: Mondays and Tuesdays 2:00 to 4:00 by appointment; other days 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 Amie Fulcher, GMU Special Education Advisor, at afulcher@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.

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
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.
TEXTS and READINGS

Required Texts:

    Chapters 1-2 only; available on e-reserve at the George Mason Library
    Your password is: _____________ [Do not use spaces or caps.]
    Use the following link to search Electronic Reserves.
    http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi


Required Peer-Reviewed Journal Readings: To be determined and selected by students throughout the semester for the Journal Summary and Case Study summative evaluations. (Journal articles may also be used for the VRA Binder formative evaluation.)

Required Access to Course Blackboard Site: 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). 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).

Recommended Text (available at local and university bookstores): APA Manual, 5th edition. 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.

Recommended Online Readings:

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 their 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. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically.
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 590: Research Method course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, etc.

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.

APA Formatting Guidelines: http://www.psywww.com/resource/apacrib.htm 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 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 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.

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.

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 (CEC)
http://www.vra.nesinc.com/
http://www.ideapractices.org
www.readingrockets.com
www.TeachingLD.org
www.Interdys.org
www.cldinternational.org (CLD)
http://dibels.uoregon.edu (Dynamic indicators of early literacy skills)
www.ed.gov/index.jup (click on education resources)
http://www.ldonline.org/index.html follow links for good information

George Mason University – Instructor: King-Sears
http://www.reading.org/ International Reading Association (IRA)
http://www.projectpro.com/ICR/Research/Summary.htm
http://www.nationalreadingpanel.org/ National Reading Panel info site
http://iris.peabody.vanderbilt.edu
http://www.reading.org (International Reading Association)
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/history%20of%20cbms.doc
http://www.prel.org/products/re_/assessing-fluency.htm
http://www.nifl.gov/partnershipforreading/adolescent/default.htm

**IMPORTANT NOTE for**
Acquiring Electronic Assignments for Your Professional Portfolio and GSE Program Evaluation

*Retain* electronic copies of all course assignments that have been scored to document your progress through the GSE program. We are in process of requiring a totally electronic professional portfolio from students. Assignments from this class can become part of your individual professional portfolio. Be sure to link the assignments to the CEC performance-based standards.
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). 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. 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 course progress
- CBA probe and graph on reading terms and definitions
- VRA preparation binder

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. You have one week after receiving the scored evaluation back to decide whether you want an opportunity to increase your grade. 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. 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>
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</tbody>
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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.

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

**Formative (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 classtime (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.

# 4 Formative Evaluation: VRA Resource Binder
The fourth type of formative evaluation is your development and organization of information that facilitates your preparation for success on the Virginia Reading Assessment. A container besides a binder (e.g., a crate, a mixture of posters and other materials, video resources) can be used; be sure to design something that best matches your studying style, and consider including materials on test-taking strategies in the binder as well. A suggested organization structure is to use subject area dividers, subheadings, and a table of contents that correspond to the Blueprint of the VRA (available at www.vra.nesinc.com).

Although not required, most likely you will include #s 1 and 3 of the formative evaluations for this course in the binder.

You have the choice of submitting your VRA Resource Binder on two occasions for summative course points. If you would like the VRA Resource Binder to count toward points on your midterm and final exam, you must bring the binder in on those dates (points will be calculated while you are completing the midterm and final exams). In order to receive full credit toward your midterm and final exams, the content and organization must reflect course-content-covered-to-date and clearly align with the VRA domains. Refer to the course Bb site for more information on the VRA Resource Binder and for the scoring rubric.

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 |
|-------------------|-----------------|-------------------|-------------------|-----------------|
| Session 2:        | Session 4:      | Session 6:        | Session 8:        | Session 10:     |
| Pretest           | Parts I and II  | Parts III and IV  | Parts V and VI    | Posttest        |
| 5 points          | 5 points        | 5 points          | 5 points          | 5 points        |

Full earned credit when evidence is submitted on time.
# 2 Summative Evaluation: Journal Article Summary == 30 points
Select one recent (2003, 2004, 2005, 2006) 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 describe 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.

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)

### Scoring Rubric for Journal Article Summary

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<table>
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<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><strong>TOTAL</strong></td>
<td><strong>/30</strong></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: 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. You have the choice of submitting formative evaluation # 4 (VRA Binder) in lieu of answering specific midterm exam questions (to be designated by the Instructor on the midterm) worth up to 7 points.

# 4 Summative Evaluation: Reading Case Study Parts I and II == 95 points
The Reading 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 a month). 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. 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 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.

# 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. You have the choice of submitting formative evaluation # 4 (VRA Binder) in lieu of answering specific midterm exam questions (to be designated by the Instructor on the final exam) worth up to 15 points. If you choose to do this, the VRA Binder is due one week before the Final Exam is due (see Course Schedule).
# 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.
<table>
<thead>
<tr>
<th>Session / Date</th>
<th>Topics</th>
<th>Preparation* and Assignments Due</th>
</tr>
</thead>
</table>
| 1. 1/24       | • Facilitate introductions.  
                • Overview entire course.  
                • Describe syllabus content (please read thoroughly before next week’s session).  
                • Overview of peer-reviewed journal articles.  
                • Prepare for future sessions. | READ:  
--Polloway et al., Ch. 1 & 2  
(e-reserve at GMU library)  
DUE:  
--Fox Pretest  
--VRA Test Blueprint Self-Assessment  
http://www.vra.nesinc.com/ |
| 2. 1/31       | • Describe typical language development.  
                • Discuss knowledge and skills that teachers need to be effective literacy instructors. | READ:  
--Jennings et al., Ch. 1, 2, & 10 |
| 3. 2/7        | ■ Identify components of the reading process and factors associated with reading disability.  
                ■ Describe how language abilities impact literacy and reading success.  
                ■ Examine assessment of and instruction for vocabulary development and listening comprehension. | READ:  
--Jennings et al., Ch. 3 & 4  
--Appendix C (Download the IRI that accompanies this text  
www.ablongman.com/jennings5e)  
BEGIN WORK WITH YOUR CASE STUDY STUDENT |
| 4. 2/14       | ■ Identify and describe early literacy concepts and methods for promoting these concepts with children.  
                ■ Discuss ways to teach concepts learned in Fox Parts I and II. | READ:  
--Jennings et al., Ch. 7  
DUE:  
--Fox Parts I and II |
| 5. 2/21       | ■ Describe ways for obtaining rich background information on students, including informal assessment procedures.  
                ■ Overview formal assessment types and formats, such as those found in Ch. 5 and Appendix A.  
                ■ Review; prepare for midterm exam. | READ:  
--Jennings et al., Ch 3 & 4  
--Appendix C (Download the IRI that accompanies this text  
www.ablongman.com/jennings5e)  
BEGIN WORK WITH YOUR CASE STUDY STUDENT |
| 6. 2/28       | ■ Share article summaries.  
                ■ Discuss ways to teach concepts learned in Fox Parts III and IV.  
                ■ Prepare for midterm exam. | DUE:  
--Fox Parts III, IV  
--Article summary |
| 7. 3/7        | 4:30 to 6:00 Midterm Exam (Bring VRA Binder if you opt for credit on the midterm from this formative evaluation.)  
6:15 to 7:10 – Bring one of the following if you have access to items described in Jennings et al., Chapter 6 and Appendix B  
• Review curricular materials, reading assessments, and commercial reading programs. | We will not be meeting next week! If you would like your Midterm Exam mailed to you immediately after it is scored, bring a stamped self-addressed envelope to class on 3/7.  
GMU Spring Recess—No Class This Week! |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>8. 3/21</td>
<td>• Identify methods for improving word recognition accuracy and fluency.</td>
<td>--Jennings et al., Ch. 8 &amp; 9</td>
<td>--Fox Parts V, VI --DRAFT of Case Study Part I: Bring to class for discussion.</td>
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<td>• Discuss ways to teach concepts learned in Fox Parts V and VI.</td>
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<td>• 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).</td>
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<td>9. 3/28</td>
<td>• Identify methods for assessing and improving comprehension of narrative text and informational text.</td>
<td>--Jennings et al., Ch. 11 &amp; 12</td>
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<td>• Analyze student scenarios and develop comprehensive and systematic intervention plans that include a monitoring component.</td>
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<td>10. 4/4</td>
<td>• Describe ways to assess and teach spelling and writing.</td>
<td>--Jennings et al., Ch. 13 &amp; 15</td>
<td>--Fox Posttest</td>
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<td>• Discuss ways that concepts learned in the Fox text have increased your capacity to analyze phonetic patterns, and diagnose and instruct using phonics.</td>
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<td>11. 4/11</td>
<td>• Given varied learner characteristics, identify and describe responsive instructional techniques for promoting language, reading, and writing skills.</td>
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<td>12. 4/18</td>
<td>• Compare and contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students’ responses to interventions.</td>
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<td>13. 4/25</td>
<td>• Share data-based instruction results from your Case Study.</td>
<td>--Case Study Parts I and II.</td>
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<td>• Synthesize interventions used in case studies and methods for monitoring students’ responses to interventions.</td>
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<td>• Discuss TAKE-HOME Final Exam.</td>
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<td>14. 5/2</td>
<td>• Continue synthesis of course topics and application of course content to students with disabilities.</td>
<td>Bring VRA Binder this week if you opt for credit on the final exam from this formative evaluation.</td>
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<tr>
<td>15. 5/9</td>
<td>TAKE-HOME Final Exam due to Instructor by 7:10 pm</td>
<td>Submit stamped self-addressed envelope so the Final Exam can be mailed to you.</td>
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</table>

* Additional required readings, typically internet resources, 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.