EDSE 503/403: Language Development and Reading
January 5 to April 20, 2005
4:30 p.m. – 8:30 p.m., Stone Bridge High School

TEACHER:
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COURSE DESCRIPTION:
A. Prerequisites: None
B. Provides an 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 the use of technology 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 presentations.
• Written research paper or strategy implementation project.

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:

National Reading Panel. (2000). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development. (Selected excerpts may be accessed via the Internet or will be provided)

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:
A. Requirements

RESPONSE SETS (30 points):
Five response sets will cover specific aspects of the nature, function, and rules of language, as well as development and deviations in these areas and the application to best practice reading instruction. Responses should be succinct and presented in well-written, proofread answers of one to three typed, double-spaced pages.

Response set assignments will vary in nature and structure, including required items or possible choice of options. A total of 6 points per response set can be earned. Due dates for these should be observed as noted on the schedule in the syllabus.

RESEARCH INVESTIGATION

Article Review (8 points)

Individual Research Project, Option 1 or 2 (40 points)

Focus Group Presentation (10 points)

Article Review—Choose a research article from a professional journal (e.g., Journal of Special Education) describing either an intervention to improve some aspect of oral or written language (phonemic awareness, reading comprehension, written expression, etc.), instructional strategy, or the efficacy of a specialized reading program. Summarize the article following the sample and rubric provided (1 page single-spaced). The article you select will provide the topic and framework for your individual research project. (See class schedule in the syllabus for the due date.)

Individual Research Project— [Rubrics will be provided for specific expectations]

Option 1: Research information related to an intervention, strategy, or specialized reading program that you/members your focus group have chosen. Write a paper describing these interventions involving students with learning or emotional disabilities with a focus on application in the classroom setting. The paper must include six references, at least two of which must provide original empirical data. The paper should include Introduction, Description of Studies [may be in a table format], Additional Information (from non-empirical sources), Synthesis of Common Themes or Observations, Conclusions, Implications for your practice. Additional information may be drawn from interviews with teachers who use or have used the strategy/program, surveys, books, etc. The paper should be 5-8 pages in length.
Option 2: Implementation Study—Implement in your classroom the instructional strategy, intervention, or specialized reading program that you researched for your article review of an empirical study. Describe the results with the same components as the article review, including a description of the participants (students), method (including materials and procedures), and results (e.g., pre-post testing, student opinion survey, etc.). Using the chosen study as the catalyst for further research, include additional background or supporting information from other sources and develop an application paper of 5-8 pages in length.

Individual or Focus Group Presentation—Present in a succinct 15-minute presentation a synthesis of the information that you or your focus group researched. The findings should be presented with a concentration on application to provide members of the class the information they would need to implement something similar in their classrooms. Prepare at least a one page handout (25 copies). Evaluation will be based on clarity of content, organization, use of overheads/slides and presentation style.

Possible topics: Research may be done on topics such as reciprocal teaching, phonemic awareness intervention, phonics instruction, paired reading, mnemonics, fluency, spelling strategies, and graphic organizers for comprehension, etc. Choices for specialized reading programs might include Wilson Reading System, Language!, Cognitive Reading Strategies, Read 180, Phono-Graphix, etc. Other topics are acceptable once approved. Try to select something that is meaningful to you and your students.

Inform me of your topic (or ask for suggestions) before you begin. Employ APA format (see APA Publication Manual) for title page, references, and subheadings (no abstract is required). The following links, http://www.vanguard.edu/emplibrary/files/psychapa.doc http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html lead to sites with information about APA format and guidelines. The link http://library.gmu.edu takes you to information for data searches through GMU. FCPS employees may access the Education Library which is located in the Sprague Center, formerly known as Chapel Square, in Annandale, VA: http://www.fcps.edu/maps/chplsqrr.htm At this library you can receive assistance with data searches and printing copies of articles. For more information, visit http://www.fcps.edu/DIT/CPS/EducationLibrary/ or call (703-503-7420)

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.
B. Performance-Based Assessments
Rubrics outlining specific expectations for each assignment will be provided in class.

C. Criteria for evaluation
1. In-class participation activities (12 points, no make-ups)
2. Response sets 1-5 (6 points each for a total of 30 points)
3. Article review for research project (8 points)
4. Individual Research Project (40 points)
5. Individual or Focus Group Presentation (10 points)
Total points = 100

A point will be deducted for work submitted late. Consideration for extenuating circumstances will be given at the discretion of the instructor. Exemplary work may be kept and shared in the future.

At the suggestion of the instructor, the article review and response sets may be rewritten and submitted for re-grading once within a week after returned. The grades of the initial submission and the revision will be averaged.

D. Grading Scale
A  = 95 -100  
A- = 90 - 94
B  = 85 - 89
B- = 80 – 84
C  = 70 - 79
D  = 60 - 69
F  = < 60

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.
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<tr>
<th>Class/Date</th>
<th>Topics/Learning Experiences</th>
<th>Reading/<em>Assignment Due</em></th>
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| Class 1 1/5 | SYLLABUS & Course Expectations  
**Survey:** What do you already know about language and reading?  
**Introduction:** Historical background of language; vocabulary to describe language features  
*Put Reading First Scavenger Hunt* | Polloway et al., Chapter 1  
Before the next class, visit [http://www.vra.nesinc.com/](http://www.vra.nesinc.com/) & review the VRA Blueprint |
| Class 2 1/12 | **Language Development and Disorders**  
How do stages of language development relate to stages of literacy development?  
~Working collaboratively with a speech and language pathologist  
*Video:* Mel Levine’s *Language* | Polloway et al., Chapters 2 & 4  
*Response 1* |
| Class 3 1/19 | **Language Assessment and Instruction**  
Assessment Goals & Procedures  
Language Instruction  
~Use of technology/internet sites  
**Discuss research project topics** | Polloway et al., Chapters 5 and 6  
*Response 2* |
| Class 4 1/26 | *Video:* Mel Levine’s *Mastering the Challenge of Reading*  
**Reading Development & Instruction**  
~Overview of the NRP findings  
Phonemic Awareness Instruction & Phonics  
**Federal & State Initiatives:** Reading First, No Child Left Behind; SOLs & testing | NRP Executive Summaries Chapter 2, Part 1 & Minority View  
*Response 3* |
| Class 5 2/2 | *Video:* *Reading is Not a Natural Skill*  
**Reading Development & Instruction**  
Phonemic Awareness Instruction & Phonics, continued  
**Reading Concepts & Assessment**  
Developmental Stages of Reading | NRP Executive Summaries Chapter 2, Part 2  
Polloway et al., Chapter 7 |
| Class 6 2/9 | **Reading Assessment: Formal vs. Informal**  
Developing Reading Programs  
**Reading Instruction**  
Early reading; word recognition; structural analysis; contextual analysis; commercial programs | Polloway et al., Chapter 8 to page 339  
*Article review* |
| 10/12 | No Class (Observation of Columbus Day) | ☺ |
| Class 7 2/16 | **Reading:** Fluency  
Automaticity with oral reading and sight vocabulary  
**Reading Instruction:** Comprehension instruction and strategy training for reading comprehension | NRP Executive Summaries Chapters 3-4  
Polloway et al., Chapter 8 pages 339-357  
*Response 4* |
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<td>8</td>
<td>2/23</td>
<td>Handwriting</td>
<td><strong>Spelling/Word Study</strong>: Development of spelling skills; assessment; instruction</td>
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<td>Polloway et al., Chapters 9 and 10</td>
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<td>9</td>
<td>3/2</td>
<td>Written Expression</td>
<td><strong>Characteristics of writing difficulties; assessment; instructional strategies</strong></td>
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<td>Unique needs of Adolescents</td>
<td><strong>Disability vs. difference positions</strong></td>
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<td>Cultural Diversity</td>
<td><strong>ESOL considerations &amp; culturally competent assessment and identification</strong></td>
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<td>Polloway et al., Chapters 3 and 12</td>
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<td>SPRING BREAK</td>
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<td>11</td>
<td>3/23</td>
<td>Independent assignment</td>
<td><strong>preparation for presentations</strong></td>
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<td>12</td>
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<td>Putting It All Together</td>
<td><strong>Group activity: Case studies</strong></td>
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<td>15</td>
<td>4/20</td>
<td><strong>Presentations</strong></td>
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**NOTE:**
~This syllabus schedule may change according to class needs and unexpected events.
~If you have emergency medical information to share with the instructor, please call or make an appointment as soon as possible.