GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

SYLLABUS
EDSE 503 5S2: Language Development and Reading

Instructor: Nikki Miller, Ed.D  
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Day & Time: Tuesday 4:30-7:10 p.m.  
Location: Frost Middle School, Room 506  
• blackboard.gmu.edu (log in and select course)

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.

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.
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 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 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, and participation.
2. Video and other relevant media presentations.
3. Independent library research.
4. Applications involving use and evaluation of relevant course content.
5. Research review of articles for class presentations.
6. Written Case studies and strategy implementation projects.

Required Texts


*Teaching Children to Read*, Report of the National Reading Panel: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. (2000). National Institute for Literacy. (Will be provided at first class)

WEBSITES TO EXPLORE:

http://www.ideapractices.org
www.readingrockets.com
www.TeachingLD.org
www.Interdys.org
www.cldinternational.org
http://dibels.uoregon.edu (Dynamic indicators of early literacy skills)
www.ed.gov/index.jup (click on education resources)
http://www.reading.org/ International Reading Association (IRA)
http://www.projectpro.com/ICR/Reasearch/Summary.htm
http://www.nationalreadingpanel.org/ National Reading Panel info site
http://iris.peabody.vanderbilt.edu
## Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>TEXT READING &amp; ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/25</td>
<td>Introduction: Introductions, course requirements Discussion of course components How to use self-paced Phonics text Introduction to language and literacy and the Virginia Reading assessment.</td>
<td>Polloway et al- Chapter 1 Fox &amp; Hull- Before next class, <strong>complete pre-test p.1-6</strong> and get checked off by instructor at class</td>
</tr>
<tr>
<td>Week 2 2/1</td>
<td>Language Development, Assessment, and Interventions in Early Childhood. Activity: Video assessment practice</td>
<td>Polloway – Chapters. 2 and 4</td>
</tr>
<tr>
<td>Week 3 2/8</td>
<td>Language issues in culture, diversity and the school age child. Deficits, differences and disabilities Cases and interventions.</td>
<td>Polloway- Chapters 3 and 5</td>
</tr>
<tr>
<td>Week 4 2/15</td>
<td>Assessment and Instruction in Language Areas for children and Adolescents</td>
<td>Polloway – Chapters 6 and 12</td>
</tr>
<tr>
<td>Week 5 2/22</td>
<td>Introduction to Reading: New directions in understanding the reading process, advances in research and neurobiology. Components of a balanced approach to reading</td>
<td>Selected readings (library reserve)</td>
</tr>
<tr>
<td>Week 6 3/1</td>
<td>Emergent Literacy and Phonological Development Phonemic Awareness Assessment and Interventions</td>
<td>Richeck - (Library reserve) Chapter 6 You should <strong>begin your case study</strong> by this time.</td>
</tr>
<tr>
<td>Week 7 3/8</td>
<td>Word Recognition: Structural Analysis and Decoding and Spelling <strong>In Class Midterm</strong> Take-home Cases/Midterm distributed</td>
<td>Richeck (library reserve) Chapter 7 Polloway-Chapter 10 Fox&amp; Hull- pp.1-94 should be completed. <strong>Bring book for check off</strong>.</td>
</tr>
<tr>
<td>Week 8 3/15</td>
<td>George Mason Spring Break <strong>No Class</strong> March 13-20</td>
<td></td>
</tr>
<tr>
<td>Week 9 3/22</td>
<td>Word Recognition: Role of Fluency in the Reading Process Assessments and strategies for developing fluency with sight words and in context. Automaticity.</td>
<td><strong>Turn in Midterm Cases</strong> Nat’l Reading Panel 1-11 up to fluency section</td>
</tr>
</tbody>
</table>
| **Week 10** | **3/29** | Formal and Informal Assessments of Reading  
Running Records,  
Curriculum based Assessment (CBA)  
Informal reading Inventory (IRI) and others | Polloway-Chapter 7 |
| --- | --- | --- | --- |
| **Week 11** | **4/5** | General Features of Effective Reading and  
Listening Comprehension Instruction  
Narrative and Expository Text | Polloway Chapter 8 p. 339-358  
Nat’l Reading Panel 11-18 |
| **Week 12** | **4/12** | Reading Interventions and Programs  
Reading materials on view  
Exploring Basal and supplementary curriculum programs | Polloway-Chapter 8 p. 298-338  
**Bring articles for group project** |
| **Week 13** | **4/19** | Literature-Based Reading Instruction  
Using intergrated thematic units and language experience approaches  
Writing Process approaches  
**Final exam case study distributed** | Polloway-Chapter 11  
Supplementary readings  
**Extra Credit assignments due** |
| **Week 14** | **4/26** | Writing Continued | Polloway -Chapter 11  
Fox & Hull pp. 95-189 and **posttest**  
**191-196 Due**  
Bring book to class for final check off.  
**Reading Case Study Due** |
| **Week 15** | **5/3** | **In class Final Exam**  
Group Presentations and article share | **Resource Binder Due**  
**Final Exam Case Study Due** |
Assignments

1. Reading Assignments.
Read assigned sections of texts listed on the course schedule by the date assigned. Some articles and book chapters will be available on-line or in the reserve section of the library. Details will be given in class for accessing these resources.

2. Phonics Self-study
In order to effectively teach reading and language, teachers need to be proficient in phonics. For this assignment, you will work your way through the self-instruction textbook, *Phonics for the Teaching of Reading*. Complete and score the pretest, then do each of the self-paced exercises in the book. Write in the book. Work at your own pace but bring your book to class on the date assigned for a midterm check off. Complete the book, complete and score the post-test and bring book back for the final check off on the date assigned. (20 points)

3. Midterm and Final Exam
Those of you who are working on your credential licensure will now need to take the Virginia Reading Assessment. To assist you in your preparation, the midterm and final exams will include items that reflect the style and content of this very rigorous test. The midterm exam will include two components: a brief in-class multiple choice test and a take-home test of sample cases for short essay responses. The final will also include a brief in-class multiple choice test. The take-home portion of the final will consist of a case study that includes several types of reading assessment data for an essay response.

4. Reading Case Study
For this assignment, you will need to select a student and prepare to work with the student over a period of several weeks in a reading intervention. You will need to gather some background information about the student. You will then administer several informal reading assessments. You will identify the strengths of the student and one or two areas of concern about his/her reading. You will then establish some goals for the student and select some reading strategies to meet those goals. Next you will use the strategies to teach the student and gather some baseline and performance data on the intervention. Finally you will evaluate the success of the intervention and report your reflections on the process and outcomes. The case study written report describing the process and results should be not more than 10 pages in length and suitable for inclusion in your graduate portfolio. A detailed format and grading rubric for the case study will be given in class. (20 points)
5. Group Research Article Review and Presentation
Class groups of 4-5 students will select a topic from the following:
   a) phonemic awareness
   b) phonics
   c) fluency
   d) vocabulary
   e) comprehension
Each member will locate a research article on the selected topic that discusses a strategy of teaching intervention with students. Each group member will write a one page summary of the article following the guidelines given on the article review template distributed in class. This summary will also include implications for teaching. On the assigned class day, each student will bring a copy of their article for each member of their small group for a 3 minute presentation and a copy of their one page summary for all class members. Each group will prepare a summary presentation for the last day of class that should include:
   1) Identify the key features of the combined articles of your group
   2) Describe the use of the strategies or trainings in the classroom
   3) Identify what learners and outcomes were studied
   4) Prepare some materials to demonstrate a sample of the strategies or training ideas
   5) Distribute the one page summaries to the class members.
A detailed format for the article summary and a grading rubric for the presentation will be given in class.
   (article summary and group planning-10 points- presentation-10 points)

6. Resource Binder
The purpose of this assignment is to provide you with an organized resource of your course materials and handouts to enable you to review and prepare for the Virginia Reading Assessment. Organize the binder with subject area dividers, subheadings, and a table of contents. Try to collect information sheets, strategies, and teaching interventions to correspond to the Blueprint of the VRA which will be given to you on the first night of class. Bring the binder on the last night of class for check off. (15 points)

7. Extra Credit Assignments (maximum 10 points)
Option 1: Literacy Vocabulary
Teachers need to be aware of the technical language associated with literacy instruction in reading and language in order to talk with peers, interview for a job, explain information to parents, and, most importantly, be able to pass the Virginia Reading Assessment (VRA). The glossary passed out on the first night of class is from the VRA website. Up to 10 extra credit points will be awarded to students who maintain study cars of course terminology. On a set of 3x5 cards, write a term on one side and a definition on the other. Each week add 3-5 new cards and give yourself a self-test of your recall of the meaning of the growing set of vocabulary words. Plot a graph of the number of cards recalled correctly and incorrectly each week. Turn in the cards and graph on the scheduled extra credit due date.
To receive 10 extra credit points, 20 terms plus the graph must be turned in. Partial points can be awarded if only 10 cards plus graph are turned in.

**Option 2: Children’s Literature Unit**
Select a children’s book or selection of expository text and write up a short unit plan to focus on the meaning and vocabulary development for a diverse group of students. Suggest some activities, graphic organizers, and strategies that would integrate reading and writing experiences to support the selection and assure comprehension of the text material. The plan should represent a week of study of the selection. Turn this assignment in on the scheduled extra credit due date and receive 10 extra credit points.

**Attendance and Participation 10 points**
Students are expected to attend all classes on time and contribute to class discussions and group activities. In case of excused absences due to illness, students need to collect any handouts and secure notes from other students. Excessive absences will result in loss of points and should be discussed with the instructor to see if it is necessary for the student to drop the class in order to receive a passing grade.

**Evaluation Note:**
_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._
Evaluation: Requirements and Grading
Work is to be turned in on the due date. A point will be deducted for work submitted late without prior explanation. Discuss any difficulties with the instructor. Please do not submit work electronically. All work should be turned in as a hard copy, no disks.

Written work may be resubmitted for regarding once within two weeks after it was returned, except for exam cases assignments.

Assignments should employ APA format (where appropriate). APA Publication Manual 5th edition
http://humanities.byu.edu/linguistics/Henrichsen/APA/APAO.html
(This is a link to APA format and guidelines)

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<thead>
<tr>
<th>Grading Procedures</th>
<th>Points</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Phonics self-study book</td>
<td>20</td>
<td>Resource Binder 10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Final Exam 20</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>15</td>
<td>Multiple Choice 20</td>
</tr>
<tr>
<td>Cases</td>
<td>15</td>
<td>Cases 15</td>
</tr>
<tr>
<td>Group Research Articles Review</td>
<td>20</td>
<td>Reading Case Study 20</td>
</tr>
<tr>
<td>Article review/planning</td>
<td>10</td>
<td></td>
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<tr>
<td>Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>150</td>
<td><strong>Extra Credit Assignment</strong> 10</td>
</tr>
</tbody>
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Grades will be computed using the percentage of the total points earned with letter grades as follows:

- 95% -100 % = A
- 90% - 94 % = A-
- 87% - 89% = B+
- 80% – 86% = B
- 70% - 79% = C
- 60% - 69% = D
- < 60% = F

Points/Grading criteria
- 142-150 = A
- 135-141 = A-
- 130-134 = B+
- 120-133 = B
- 105-119 = C
- 90-104 = D
- < 90 = F
Language Development and Reading Assignment Record  
Spring 2005- Dr. Nikki Miller

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics Self Study</td>
<td>2/1 3/8 4/29</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam Multiple Choice Cases</td>
<td>3/8 3/22</td>
<td>20 15</td>
<td></td>
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</tr>
<tr>
<td>Group Research Article Review Presentation</td>
<td>4/12 5/3</td>
<td>10 10</td>
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<tr>
<td>Resource Binder</td>
<td>5/3</td>
<td>10</td>
<td></td>
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<tr>
<td>Final Exam Multiple Choice Cases</td>
<td>5/3 5/3</td>
<td>20 15</td>
<td></td>
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<tr>
<td>Reading Case Study</td>
<td>4/29</td>
<td>20</td>
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<tr>
<td>Attendance and Participation</td>
<td></td>
<td>10</td>
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<tr>
<td>Total prior to Extra Credit</td>
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<tr>
<td>Extra Credit Option 1 Vocabulary or Option 2 Lit.unit</td>
<td>10</td>
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<tr>
<td>Total including extra credit</td>
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Comments