

GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

SYLLABUS: EDSE 503 5S614: Language Development and Reading Fall 2005

Instructor: Nikki Miller, Ed.D

Office Hours: After class and by appointment

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Day & Time: Tuesday 4:30-8:30 p.m. • blackboard.gmu.edu

Location: Fairview Elementary (library) (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:

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:

- Class lecture, student discussion, and participation
- Small group and cooperative learning activities
- Class review and small group analysis of written case studies and strategies
- Examination of curricular approaches and materials with relevant video presentations
- Independent library research to support individual projects
- Research review of articles for class presentations and in-class discussion groups
- Access materials and resources made available on Blackboard, Web-based resources and library reserve
- Student self-assessment of progress throughout course
- Midterm and final exams and assigned projects

College of Education and Human Development Statement of Expectations

All graduate students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu .
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 .
- 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.

Required Texts

Fox, B. (2005). *Phonics for the Teacher of Reading* (9th ed.). Columbus, Ohio: Merrill Prentice Hall.

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

** Chapters 1-3 only; available on Blackboard**

Richek, M.A., Caldwell, J.S., Jennings, J.H., & Lerner, J.W. (2002). *Reading Problems: Assessment and Teaching Strategies*. Boston: Allyn & Bacon.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute for Literacy.

** Will be provided at first class*

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 between peer-reviewed professional journals and web resources when completing class assignments.

<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.ldonline.org/index.html> follow links for good info.

<http://www.reading.org/> International Reading Association (IRA)

http://www.nrrf.org/synthesis_research.htm NICHC reading research (1997)

<http://www.projectpro.com/ICR/Reasearch/Summary.htm>

<http://www.nationalreadingpanel.org/> National Reading Panel info site

<http://iris.peabody.vanderbilt.edu>

<http://www.nifl.gov> (National Institute for Literacy)

<http://www.ku-crl.org> (University of Kansas Center for Research on Learning

www.aimsweb.com/norms/reading_/assessing-fluency.htm

<http://www.nifl.gov/partnershipforreading/adolescent/default.htm>

Required Access to Course Blackboard Site:

GSE Blackboard will be used to post important information for this course and for completing some course assignments. It is important to activate your GMU email to access Blackboard. Other university notices and communication will be posted on your GMU email.

First, please subscribe to the special education list serve. Send an email to listproc@gmu.edu and type the following message of the text (special-education-program)(your full name). After you send the email message, you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE Login Page.

Second, your instructor will email you as soon as your email address is entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:

Enter the URL <http://blackboard.gmu.edu> in your browser location field

Click on the Login button

Enter your Username and Password assigned to you. If you are a new user to Blackboard, most likely it will be your first initial of your first name and your entire last name or 7 letters of your last name. For example, Joseph Richperson would be jrichper. Use this as both your username and Password. If you are already a participant in blackboard for another course your username and password should be the same as for the other course.

WEEK	TOPICS	TEXT READING & ASSIGNMENT DUE
Week 1 9/13	Registration for class Discussion of course components and requirements How to use self-paced Phonics text Introduction to language and literacy and the Virginia Reading assessment.	Polloway et al., Ch. 1 reviewed by instructor in class. Fox: complete pre-test p.1-6 and get checked off by instructor at class
Week 2 9/20	Language Development , Assessment, and Interventions in Early Childhood. Activity: Video assessment practice Language issues in culture, diversity and the school age child . Deficits, differences and disabilities Cases and interventions.	Polloway et al., Ch. 2 and 3 Review Ch.1 key concepts Richek et al., Ch. 13 Due: Check in for Fox Pretest
Week 3 9/27	Introduction to Reading: New directions in understanding the reading process, advances in research and neurobiology. Correlates of reading disability Components of a balanced approach to reading Factors for students with learning disabilities	Richek et al., Ch. 1,2, & 14 SELECT CASE STUDY STUDENT (Gather background information, presenting information) Midterm Take-home Cases distributed
Week 4 10/4	Emergent literacy and phonological development Phonemic Awareness Informal assessment and interventions	Richek et al., Ch. 3 & 5 Nat'l Reading Panel 1-11 up to fluency section
Week 5 10/11	Components of effective reading instruction Curriculum-based assessment The reading/language connection Features of effective listening comprehension and vocabulary development, assessment, and instruction In class Midterm	Richek et al. Ch.4 & 10 Due: Fox: Mid-point check Sec. I, II, III, IV Midterm cases due
Week 6 10/18	Word Recognition: Structural Analysis and decoding and spelling Word Recognition: Role of Fluency in the Reading Process Assessments and strategies for developing fluency with sight words and in context. Automaticity.	Richek et al., Ch 6 & 7 You should begin your case study by this time. Curriculum based assess., present levels of performance, design of intervention and goals.

<p>Week 7 10/25</p>	<p>Comprehension: General features of Narrative and Expository Text Assessment practices and strategies for effective instruction</p>	<p>Richek et al., Ch. 8 & 9 Nat'l Reading Panel 11-18 Final exam Take-home cases distributed</p>
<p>Week 8 11/1</p>	<p>The Reading and Writing connection Literature-Based Reading Instruction Using intergrated thematic units and language experience approaches Writing Process approaches Spelling revisited</p>	<p>Richek et al., Ch. 11 Due: Literacy Vocabulary (extra credit) Children's Lit. Unit (extra credit)</p>
<p>Week 9 11/8</p>	<p>Review of Formal and Informal Assessments of Reading Reading Interventions and Programs Some Reading materials on view Exploring Basal and supplementary curriculum programs</p>	<p>Richek et al., Ch. 15 Due: Fox : Completed posttest Bring book to class for final check off. Final Exam Case Studies Due</p>
<p>Week 10 11/15</p>	<p>In class Final Exam Group Presentations of curriculum strategies and articles</p>	<p>Resource Binder Due Final Exam Case Study Due</p>

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Course requirements include readings of texts, on-line resources, and professional journal articles selected by students to accompany some assignments. Special education professionals need to be highly trained practitioners with current research-based knowledge and practices for reading and language in order to deliver effective literacy instruction to students with disabilities. The purpose of this course is to familiarize the graduate students with the critical components of the reading and language domains and to also to assure that students have the necessary preparation for the Virginia Reading Assessment (VRA) which is a new licensure requirement. A major requirement of the course is comprehensive case study of a student that includes assessment, instructional intervention, and evaluation of the outcome of a reading intervention. Both formative (ungraded) and summative (graded) assessments will be included. The final course grade is based on the number of points students' earn as they complete readings, assignments and, evaluations (eg. case study, exams and take-home case studies).

Assignments are expected to be turned in on the due dates unless arrangements are made in advance with the instructor due to extenuation circumstances.

Students are expected to attend all classes on time and contribute to class discussions and group activities. In case of an excused absence due to illness or other circumstance, students need to notify the instructor and make arrangements to collect any handouts and notes from other class members. Excessive absences will result in loss of points and should be discussed with the instructor in order to receive a passing grade.

All assignments must be typed and submitted as hard copy. One assignment (Case Study) must be submitted both as hard copy and electronically to a specific web site ("True Outcome"). Please refer to the course Blackboard site for more detail on this.

Please use the APA format for clear and excellent written language and technical aspects for citations and formatting of your journal summary and case study. Refer to APA Publication Manual 5th edition.

Formative Evaluations (ungraded tasks with points awarded for completion)

Literacy Vocabulary Cards and graph	(10 extra credit points)
VRA Resource Binder	(15 extra credit points)
Children's Literature Unit	(15 extra credit points)

Performance-Based Summative Evaluations

Self-paced completion of Phonics Self-study text (Fox et al.)	25 points	A = 284- 300
Article Summary	15 points	A- = 270- 283.9
Group Curriculum Presentation	15 points	B+ = 260- 269.9
Midterm exam with take-home cases	60 points	B = 244-259.9
Case Study	100points	B- = 240-243.9
Final exam and take-home cases	60 points	C = 210-239.9
Attendance	15 points	F = <209.9

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 Text

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 (Fox, 2005). Complete and score the pretest, then do each of the self-paced exercises in the book. Write in the text. 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. **(25 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: an in-class test and a take home test of sample cases for short essay responses. The in class test includes multiple choice and short answer format. The final exam will have the same format but include material only from the second half of the course. 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. **(60 points for each test including scores from take home cases)**

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 about 10 pages in length and of suitable quality submission for inclusion in your graduate portfolio. The case study will be submitted in hard copy to the instructor and given a grade (points) as indicated. It will also be submitted electronically to a specific website and evaluated on 4 point scale by the instructor. A detailed format and grading rubric for the case study will be given in class. **(100 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 or teaching intervention with students .This article needs to be recent and from a peer-reviewed journal. 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 should 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.

Each group will prepare some demonstration of teacher-friendly instructional strategies or activities that support the topic area selected.

A detailed format for the article summary and a grading rubric for the presentation will be given in class.

(article summary and group planning-15 points- presentation-15 points)

6. Extra Credit Resource Binder (maximum 15 points)

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.

7. Extra Credit Assignments (maximum 10 points)**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 cards 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.

8. Extra Credit Children's Literature Unit (maximum 15 points)

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.

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.