Syllabus for EDSE 503, Section 624: Language Development and Reading

Spring, 2006
Tuesdays, May 14-May 30 (no meeting on April 11) 4:30 to 9:30
Frederick County School Administrative Building (Conference Room)
  • Please note: there will be a change of location for April 25th (Board Room) and May 16th (TBD)

Instructor: Lynda Carscallen, M.Ed.
E-mail Address: lcarscallen@fcps1.org
Telephone: (H) 540-955-1609 (W) 540-428-1120, extension 1007

Special Education Program Advisor: Amy Fulcher. Contact at afulcher@gmu.edu

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 such 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
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 and understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
  • Demonstrate and understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
  • Demonstrate and 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
Course 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 (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

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 of 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 behaviors 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 from a variety of web-based resources, library research, and professional journals
- Student self-assessment of progress throughout course
- Mid-term 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 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.

Required Texts:

***Note: Your will read Chapters 1 through 3 only; these are posted on the Blackboard.
**Required Access to the 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 the 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 in the message of the text: Subscribe (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’s special education program.

The following is how you will access the Blackboard-GSE Login Page:

- Enter the URL [http://blackboard.gmu.edu](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 Richards would be jrichard. 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.
- Click Login.
- Find EDSE 503, Section 624, and click on it.

**Exploring Websites:** Please be aware that Internet and web resources are not the same as peer-reviewed, professional, journal articles. Be certain to distinguish between these when beginning your assignments, paying attention to which type of information the instructor has requested. A list of useful websites is included elsewhere in this syllabus.

**Please Note:** The following course schedule and assignments may be adjusted as necessary.
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<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Preparation/Assign. Due</th>
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<tr>
<td>1. March 14</td>
<td>Registration/Book Purchase</td>
<td>Polloway et al., Ch. 1</td>
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<tr>
<td></td>
<td>Introductions</td>
<td>(particular attention to</td>
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<td></td>
<td>Overview of Syllabus</td>
<td>pages 10-13)</td>
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<td>Discussion of assignments</td>
<td>Fox – pretest</td>
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<td>Discussion Phonics Text</td>
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<td>Introduction to Comm. &amp; Language Dev.</td>
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<td>March 21 – Midpoint class</td>
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<td>2. March 28</td>
<td>Language Development, continuation</td>
<td>Polloway et al., Ch. 2,3</td>
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<td>Language Theories</td>
<td>Fox – in class</td>
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<td>Language Disorders/Assessment</td>
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<td>3. April 4</td>
<td>Cultural Diversity/Lang. Differences</td>
<td>Caldwell et al., Ch. 7, 14</td>
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<td>Introduction into Reading</td>
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<td>Research in Reading/SBR</td>
<td>Class</td>
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<td>Intro. to 5 Areas of Reading Instruction</td>
<td>Fox – in class</td>
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<td>Emergent Lit. and Phonemic Awareness</td>
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<td>April 11 – no class</td>
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<td>April 18 – Midpoint class</td>
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<td>4. April 25 – Room Change</td>
<td><strong>Midterm Exam</strong></td>
<td>Caldwell et al.,</td>
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<td>Reading Disorders/Assessment</td>
<td>Ch. 1, 2, (3), 4, 5</td>
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<td>Balanced Literacy Instruction</td>
<td>Fox – in class</td>
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<td>Phonics</td>
<td>Begin Case Studies</td>
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<td>Word Recognition / Structural Analysis</td>
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<td>Strategies</td>
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<td>5. May 2</td>
<td>Char. of Good Readers / Instruction</td>
<td>Caldwell et al.,</td>
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<td>Fluency</td>
<td>Ch. 6, 10, 11, 12</td>
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<td>Vocabulary</td>
<td>Fox – in class</td>
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<td>Comprehension</td>
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<td>Listening</td>
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<td>Reading</td>
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<td>Strategies</td>
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<td>6. May 9</td>
<td>Written Language Strategies</td>
<td>Caldwell et al., Ch. 13</td>
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<td>VRA Overview</td>
<td>Fox – In class</td>
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<td>Begin Case Reports</td>
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<td>May 16 – Midpoint class</td>
<td><strong>Room Change</strong></td>
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<td>7. May 23</td>
<td>Review for Final Exam</td>
<td>Fox – Post-test</td>
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<td>Strategy Presentations</td>
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<td>8. May 30</td>
<td><strong>Final Exam</strong></td>
<td>Submit stamped, self-</td>
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<td>Complete Reports/Strategies</td>
<td>addressed envelope</td>
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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 assure that students have the necessary preparation for participation in the Virginia Reading Assessment. A major requirement of the course is a comprehensive case study of a student that includes assessment, instructional intervention, and evaluation of the outcome of a reading intervention.

Students will be assessed using both formative (ungraded), and summative (graded) performance-based assessments (e.g., evaluations, projects, assignments). The graduate students’ final course grade is based on the quantity of points students earn through timely submission of high-quality summative evaluations.

Assignments are expected to be turned in on the due dates unless arrangements are made in advance with the instructor due to extenuating circumstances. Assignments are to be typed and submitted as hard copy. Please use APA format for clear written language, and technical aspects for citations and formatting of your written work. (APA Publication Manual, 5th Edition)

Formative Evaluations (ungraded)
- Literacy vocabulary study cards and graphs
- Group work as assigned during class

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

TOTAL 300 points

Assignments

1. Study Card Development
Teachers need to be aware of the technical language associated with literacy instruction in reading and language in order to talk with peers, interview or a position, explain information to parents, and, most importantly, be able to pass the Virginia Reading Assessment (VRA). On a set of 3x5 cards, write a term on one side and the definition on the other. Come to each class with words added from the
previous class session. You will be given time during class to review these words, quiz yourself, quiz with a partner, and finally, to graph your results.

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). You will write in the textbook and complete and score the pretest during our first class session. Bring your text to each class. You will work at your own pace, however you will be checked during each class session. You will have completed the text assignments by our 7th class session, and you will take the post-test on that date. **(25 points)**

3. **Article Summary and Group Presentation**
You will join a group of approximately 5 peers to read an article on one of the 5 assigned topics (phonemic awareness, phonics, fluency, vocabulary, comprehension). Each person in the group will read and summarize a different article on the topic assigned to the group. Articles should be selected from a professional journal (*Journal of Special Education, Journal of Learning Disabilities, Behavioral Disorders, Learning Disabilities Research and Practice, Exceptional Children, The Elementary School Journal*) or from one of the Regional Labs (MCCREL, EDVANTIA [AREL], etc.). You will write a one-page summary of the article following the rubric distributed in class. This summary should include implications for teaching.

You will:
- Identify the main idea of the article
- Identify the key features of the article
- Identify learner outcomes
- Identify implementation impact
- Use APA format throughout, including your reference

On the due date, your group will work in class to consolidate their information into a one-page summary which will then be presented (3-5 minutes) to the class. Group members should use cooperative learning group techniques to assign tasks to each member. Your group may create a visual aid to support your summary, and each group will determine who, how many and how their summary is presented. Individual articles will be turned in to the instructor at the close of each presentation. **(Article, 25 points, Group Summary and Presentation, 15 Points)**

4. **Midterm 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 exam will reflect the style and content of this rigorous test, such as multiple-choice questions, and short-essay responses to scenarios. **(60 points)**

5. **Case Study**
For this assignment, you will need to select a student and prepare to work with the student over the period of several class weeks. You will need to gather some background information on the student, and you will need to administer 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 goals for your student and select some reading strategies to meet those goals. You will use those strategies to teach the student
and gather some 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 for submission for inclusion in your graduate portfolio. You will submit this case study in a hard copy. You will receive a rubric with a 4 point scale for this assignment. (100 points)

6. Final Exam
The final exam will cover material from the second half of the course. The final exam will reflect the style and content of the Virginia Reading Assessment. (60 points)

7. Attendance, Participation, Preparation
Students must be on time for each class session, remain for the entire class session, be prepared by doing readings and assignments per session, and exhibit appropriate and professional participation and interpersonal skills (i.e., disposition) during course sessions. (15 points)

Websites to Explore
http://www.idealpractices.org
www.readingrockets.com
www.TeachingLD.org
www.Interdys.org
www.cldinternational.org
http://dibels.uoregon.edu (Dynamic Indicators of Early Literacy Skills)
http://www.ldonline.org/index.html follow links for good information
www.ed.gov/index.jup (click on education resources)
http://www.reading.org/ International Reading Association (IRA)
http://www.projectpro.com/ICR/Research/Summary.htm
http://www.nationalreadingpanel.org/ National Reading Panel information site
http://iris.peabody.vanderbilt.edu
http://www.nifl.gov (National Institute for Literacy)
http://www.ku-cr.org (University of Kansas Center for Research on Learning
http://www.state.tn.us/education/ci/cistandards20001/la/cilarstratteachread.htm
http://darkwing.uoregon.edu/~rghood/dibels_to_differentiate.pdf
http://ccvi.wceruw.org/ccvi/Staff/home/beglinger/prf/FluencyBibliography070103.pdf
http://darkwing.uoregon.edu/~dusby/session%20handouts/history%20of%20CBMs/point%20form%20history%20of%20cbms.doc
www.aimsweb.com/norms/reading_fluency.htm
http://www.prel.org/products/re_assessing-fluency.htm
http://www.nifl.gov/partnershipforreading/adolescent/default.htm
http://www.nrrf.org/synthesis_research.htm NICHC reading research
www.readingrockets.org
www.ciera.org Center for Improvement of Early Reading Achievement