GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
PROGRAM: SPECIAL EDUCATION
SYLLABUS  Fall 2005

EDSE 503: Language Development and Reading

Instructor
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Office Hours
By Appointment
Room 104
Dunn Loring Admin

Time, Date & Room
Wednesdays, 4:30-8:30
Dunn Loring Assembly Room

Course Description
Prerequisites: none
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, fluency, reading comprehension, and use of technological advances in the teaching of reading.

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, 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.
- Describe critical reading subskills and factors in reading acquisition and reading readiness including phonemic awareness
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Describe, select and implement relevant methods and materials for reading instruction
- Demonstrate knowledge of best practices in reading instruction for students with disabilities.
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 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.
Nature of Course Delivery

Learning activities include the following:
1. Class lecture and student participation through dialogue, inquiry, group discussion and cooperative learning activity.
2. Videotape and other relevant media presentations.
3. Study and independent library research.
4. Application activities, demonstrations, and evaluation of relevant curriculum materials. Examination of reading programs and analysis related to reading deficits.
5. Student use of a variety of resources including Blackboard, websites, and professional journals.

NOTE:
This syllabus may change according to class needs.
If you need course adaptations or accommodations because of a disability, 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.

REQUIRED TEXTS


**CHAPTERS 1-3 ONLY; available on Blackboard**

REQUIRED ACCESS to COURSE BLACKBOARD SITE

GSE Blackboard will be used to post important information for this course and may offer additional information for completion of course assignments. Materials, resources, dialogues, notes and other types of information may be housed on the Blackboard website.

*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.
Your instructor will email you after your email address is entered in the Blackboard system. This is how you will access the Blackboard-GSE Log-In Page:

Enter the URL [http://blackboard.gmu.edu](http://blackboard.gmu.edu) into your browser location field

Click on the Login button

Enter your user name 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 user name and password. If you are already a participant in blackboard for another course, your user name and password should be the same as for the other course.

Click Log In

Find EDSE 503 and click on it.

**RECOMMENDED TEXTS and ONLINE READINGS**


Caution: some internet sites attempt to distill the APA style and reference citations. Occasionally, the internet sites contain errors which, if used as a source, may impact your grade. Assignments for this course are expected to reflect clear, excellent writing with accurate technical aspects of APA.
COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Course requirements include

- readings (texts, online resources, professional journal articles that are independently accessed by graduate students)
- curriculum activities during and between course sessions to prepare graduate students to increase knowledge and skills related to reading and language instruction
- case study with implementation of a comprehensive instructional technique for a student with a disability
- graded performance based assessments (summative evaluations including projects, assignments, exam, attendance)

Full earned credit will be given for assignments submitted on time (4:30 pm on due date). Five percent of the total assignment points are deducted for each day assignments are late.

All assignments must be typed and submitted as hard copy. The case study assignment summary must be submitted in hard copy and electronically. The APA format for clear, excellent written language and technical aspects for citations and formatting must be used. Refer to APA Publication Manual 5th edition. http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html is a link to APA format and guidelines which has been reliable and http://library.gmu.edu for data searches. I recommend PSYC info or ERIC databases. The FCPS library, Chapel Square Educational Library, (703-503-7420) in Annandale, Va. can assist you with data searches and printing copies of articles.

Performance Based Summative Evaluations
(to determine points for final course grade)

| Completion of Fox Text/ Phonics Self-Study | 25 points |
| Professional Journal Article Summary       | 20 points |
| Midterm Exam                               | 50 points |
| Case Study Research and Presentation       | 45 points |
| Final Exam                                 | 50 points |
| Attendance                                 | 10 points |
| **TOTAL possible course points**           | **200 points** |

GRADING CRITERIA

| A  200-184  | =92%+          |
| A- 183-180  | =90%+          |
| B+ 179-176  | =88%+          |
| B  175-164  | =82%+          |
| B- 164-160  | =80%+          |
| C+ 159-156  | =78%+          |
| C  155-144  | =72%+          |
| C- 143-140  | =70%+          |
| D  139-130  | =65%+          |
| Fail: below 130                              |
A final grade of “incomplete” will be considered only due to extreme extenuating circumstances at the discretion of the instructor. Please contact the instructor for an appointment to discuss your situation.

Explanation of Evaluation:

Phonics Self Study (25 points) Students will complete the Phonics Pre and Post Tests and the exercises in the self-instruction textbook: Phonics for the Teacher of Reading Assignments are to be completed in the following time line for the SELF INSTRUCTION TEXT:

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2/4</th>
<th>Session 6</th>
<th>Session 7</th>
<th>Session 9</th>
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<tbody>
<tr>
<td>Pretest</td>
<td>Parts 1 and 2</td>
<td>Parts 3 and 4</td>
<td>Parts 5 and 6</td>
<td>Post Test</td>
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<tr>
<td>5 points</td>
<td>5 points</td>
<td>5 points</td>
<td>5 points</td>
<td>5 points</td>
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Professional Journal Article Summary (20 points)
Select one recent (2002, 2003, 2004, 2005) professionally referenced journal article that focuses on techniques you can use to teach students with disabilities. The article must focus on one of the following components of reading instruction: phonemic awareness, phonics, reading fluency, vocabulary, or comprehension. This project requires that you (1) summarize the article content and (2) describe how you plan to implement one aspect or technique/strategy/concept with students you are teaching. An original research article with research procedures and results are the focus. The summary must be formatted according to APA guidelines for clear, excellent written language and technical features (ie. Reference listing) and organized according to subheadings provided using the following rubric:

Scoring Rubric for Journal Article Summary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APA format correct throughout and article choice appropriate</td>
<td>5</td>
</tr>
<tr>
<td>Main idea/Purpose of study and the results are described clearly with excellent written language</td>
<td>5</td>
</tr>
<tr>
<td>Two essential details of the research are described clearly (procedures/methods and population characteristics)</td>
<td>5</td>
</tr>
<tr>
<td>Possible implementation and impact in applications with your students</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
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Midterm EXAM (50 points)
Credential licensure for a majority of students in the FCPS cohort requires the Virginia Reading Assessment (VRA). The midterm exam includes items that reflect the style and content of this very rigorous test including multiple choice items, fill-in the blank, true-false, and short essay responses/application questions. The VRA glossary contains many terms specific to reading instruction and is an important resource for study. This exam covers assigned readings and class lectures up to the midterm date.
CASE STUDY (45 points)
The case study in reading instruction requires selection of a student with a disability and implementation of excellent practices in reading assessment and intervention based on research.

- This study should cover a period of four weeks with a minimum of two sessions per week with students (preferably more frequently). Some students prefer to select more than one student for this case study to ensure that one has sufficient attendance and participation for reporting.
- The study should include sufficient background information on the student in order to identify instructional targets in specific reading components: phonemic awareness, phonics, fluency, vocabulary, comprehension OR may focus on a specific reading strategy that you feel would facilitate reading success such as paired reading, reciprocal teaching, mnemonics, graphic organizers for comprehension. Other topics may be acceptable once approved by instructor.
- A reading assessment should be conducted (Informal Reading Inventory, curriculum based assessment, QRI) to determine appropriate level of instruction and interventions. Information representing specific literacy/reading strengths and areas of concern should be documented.
- Design and/or implement an intervention (This may be based on selection of an FCPS approved commercial reading program).
- Relate information from this course and research strategies from two professional journal articles to your case study.
- Collect data to monitor the student’s performance during the intervention.
- Summarize the impact of your interventions including your reflections and recommendations. Clarity of content is important.
- Prepare a two page written description of the intervention including citations for your sources.
- On the due date, briefly share with your colleagues a description of your case study including intervention process and results. Working in a small focus group of colleagues, identify common features of research, general findings, strategies that work, and impressions.
- The case study will be submitted electronically to the Blackboard website as well as in hard copy to the instructor.

FINAL EXAM (50 points)
Multiple choice, short answer, true-false, completion, and application questions based on cumulative assigned readings and class lectures.

Attendance, Preparation, Participation (10 points) Graduate students self-assess for this evaluation using the last page of the syllabus which should be completed each week and submitted at the time of the final exam. One point per session reflects that student was on time and present for the entire class session, prepared for readings and assignments, and exhibited appropriate professional participation and interpersonal skills during course sessions this semester.
It is recommended that students retain copies of all course products to document their progress through the GSE program. Products from this course can become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and CEC performance standards.

**Formative Tasks—Ungraded/Optional but Recommended!**
The following learning activities are highly recommended for students in order to support acquisition of knowledge and to provide a framework for practice. When selecting a personal study support system, it is important to consider your own learning style.

**#1 Study Card Development:** Student development of study cards (5x8 index cards) that contain information from readings and class discussions/presentations. Students who use a study card format for listing/note-taking important information will have a comprehensive format developed when they study for exams and when referencing strategies, terms, concepts. Students who review study cards throughout the semester may also have a higher retention of course content and experience less stress when preparing for summative tasks. Study cards may increase retention of course information and provide a readily accessible repertoire of techniques and applications for use when teaching students with disabilities.

**#2 Curriculum based Assessments:** These evaluations focus on the acquisition of reading assessment terms and definitions. Teachers who are fluent in terminology can more quickly and flexibly focus on application and analytical skills. The terms and definitions derived from several sources, including the Phonics text by Fox, the VRA glossary, National Reading Panel reports, and course texts will be incorporated into partner reading opportunities and into *quick drills as class warm-ups or exit questions* based on current and prior lessons. *Self-assessments* can provide the student with data about areas of need for additional practice or clarification and confirm progress and strengths!

**#3 VRA Resource Binder:** Student development of a resource binder containing organized, essential information that facilitates preparation for the Virginia Reading Assessment and highly qualified teaching. Use dividers, subheadings and a table of contents that corresponds to the VRA Blueprint domains (available at [www.vra.nesinc.com](http://www.vra.nesinc.com)). Consider including test taking strategies. This student developed, organized resource binder may include course content and be submitted at *midterm exam for five points credit and at final exam for five points credit.*
IMPORTANT NOTE FOR ACQUIRING ELECTRONIC ASSIGNMENTS
FOR YOUR PROFESSIONAL PORTFOLIO AND GSE PROGRAM EVALUATION

1) Retain electronic copies of all course assignments that have been scored to
document your progress through the GSE Program. GMU is in the process of
requiring a totally electronic professional portfolio from graduate students.
Assignments from this class can become part of your individual professional
portfolio. Be sure to link the assignments to the CEC performance standards.

2) Beginning this semester, specific courses (including this one!) will have one
assignment that must be submitted to a specific website (True Outcomes) on the
same date that it is due to the Instructor. For more details, refer to the
Blackboard site.

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 those 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
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1&lt;br&gt;September 14</td>
<td>Introductions&lt;br&gt;Syllabus Content and Course Expectations&lt;br&gt;Course overview&lt;br&gt;Review of the Virginia Reading Assessment Blueprint (provided as handout) <a href="http://www.vra.nesinc.com">www.vra.nesinc.com</a>&lt;br&gt;Elements of Language&lt;br&gt;Language foundations for literacy&lt;br&gt;Typical Language Development and Language Differences or Disabilities&lt;br&gt;Polloway et al., Chapters 1, 2, 3&lt;br&gt;Language correlations with reading difficulties and disabilities</td>
<td><strong>completion in class of the PRE-TEST in Fox: Phonics for the Teacher of Reading</strong></td>
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<tr>
<td>Week 2&lt;br&gt;September 21</td>
<td>The Reading Process&lt;br&gt;Factors that impact students&lt;br&gt;Correlates of Reading Disabilities&lt;br&gt;Severe Reading Disabilities&lt;br&gt;Components of Effective Reading Instruction&lt;br&gt;Emergent Literacy&lt;br&gt;Basic Reading Skills</td>
<td>Moats: “Overcoming the Language Gap” <a href="http://www.aft.org/pubs-reports/american_educator/summer2001/lang_gap_moats.html">http://www.aft.org/pubs-reports/american_educator/summer2001/lang_gap_moats.html</a>&lt;br&gt;Richek et al., Chapters 1, 5, 14, 15&lt;br&gt;Fox Part I General Knowledge</td>
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<td>Week 3&lt;br&gt;September 28</td>
<td>NRP National Reading Panel Report&lt;br&gt;Instruction in Phonics-Phonemic Awareness&lt;br&gt;Formal and informal reading measures/assessments that enable teachers to target instructional level and methods for reading development.&lt;br&gt;Analyzing error patterns</td>
<td>Richek et al., Chapter 3, 6, and 16&lt;br&gt;DUE: JOURNAL ARTICLE SUMMARY&lt;br&gt;SELECT CASE STUDY</td>
</tr>
<tr>
<td>Week 4&lt;br&gt;October 5th</td>
<td>Assessments continued…&lt;br&gt;Structural analysis&lt;br&gt;Improving word recognition&lt;br&gt;Reading Instruction Fluency/Automaticity Assessment and Strategies&lt;br&gt;Share article summaries&lt;br&gt;Review for midterm exam</td>
<td>BEGIN WORK ON CASE STUDY WEEK 1&lt;br&gt;Richek et al., Chapters 6 and 7&lt;br&gt;Appendix D Informal Reading Assessments&lt;br&gt;Fox: Part II Consonants Self Assessment Completed in class in small group work</td>
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<tr>
<td>Week 5&lt;br&gt;October 12th</td>
<td>MIDTERM EXAM&lt;br&gt;Beginning of session 4:30 to 6pm&lt;br&gt;6:30-8:30 Effective Instruction Reading Intervention Programs</td>
<td>MIDTERM EXAM&lt;br&gt;Bring VRA Binder if you wish credit 5 points.&lt;br&gt;Work on case study&lt;br&gt;Week 2&lt;br&gt;Richek et al., Chapters 4, 12&lt;br&gt;Be prepared to discuss commercial reading programs in use at your school</td>
</tr>
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</table>
| Week 6          | Reading Instruction: Comprehension instruction and strategy training  
                 | Narrative text comprehension  
                 | Expository text comprehension  
                 | Richek et al., Chapters 8 and 9  
                 | “Reading Comprehension Requires....” Hirsch  
                 | Work on case study  
                 | Week 3  
                 | Fox: Parts 3 Vowels and Part 4 Phoneme Review  
                 |
|----------------|-----------------------------------------------------------------------------------------------------------------|
| Week 7  
October 26th | Reading Instruction  
                 | Overview of FOX  
                 | Overview of VRA Glossary  
                 | Work on case study  
                 | Week 4  
                 | Fox: Parts 5 and 6  
                 | Onset and Rime  
                 | Syllabication and Accent  
                 |
| Week 8  
November 2nd  | Putting It All Together: Case Studies  
                 | Planning reading instruction for individuals and groups of students  
                 | Case Study Presentations and Project Summaries due  
                 |
| Week 9  
November 9th | Spelling Connections  
                 | Improving Vocabulary  
                 | Reading and Writing  
                 | Written Expression: Characteristics of writing difficulties; assessment; instructional strategies  
                 | Richek et al., Chapter 10, Chapter 11  
                 | Fox: Post Test  
                 |
| Week 10  
November 16th | FINAL EXAM  
                 | Bring VRA binder if you wish  
                 | credit 5 points  
                 |