GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

SYLLABUS: EDSE 403 s.001: Language Development and Reading

**Spring 2009**

**Instructor:** Nikki Miller, Ed.D

**Phone:** (w) 703-993-4496 (h) 301 365-3284

**Office Hours**: After class and by appointment

**Office location:** Krug Hall 213B **E-mail** : nmiller7@gmu.edu

**Course Day & Time:** Thursday 4:30 p.m.-7:10 p.m.

**Location**: Krug Hall 205 For Blackboard go to courses.gmu.edu (log in

and select course)

**Course Description**

***Note****: No required prerequisites but sequence is recommended- see Program of Studies*

Identifies literacy skills for typical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Topics include emergent literacy skills, phonemic awareness, vocabulary development, and comprehension.

***School-based field experience required***

# **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 phonemic awareness, sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes, and graphemes.
* 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 data management for the planning of reading instruction.
* Describe the elements of balanced reading instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and the reading and writing connection.
* Demonstrate knowledge of best practices and strategies in reading instruction for students with learning and emotional disabilities, mild mental retardation, and second language learners.
* Demonstrate knowledge of best practices for struggling readers in individual, small group, and inclusion classrooms.

## 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.

**The Council of Exceptional Children’s (CEC)**

**Special Education Content Standard #6: Language**

Special educators understand **typical and atypical language** **development** and ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special Educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN (Exceptional Learning Needs). Special educators are familiar with **augmentative, alternative, and assistive** **technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide **effective** **language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

## Nature of Course Delivery

**Required Texts and Readings**

American Psychological Association (2001) *Publication manual (5th ed.)*Washington, DC: Author.

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

Merrill Prentice Hall.

*Language Development and Reading: Custom Edition for EDSE 403-503*. (2008)

Boston, MA: Pearson Custom Publishing

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\****

National Institute for Literacy (2003) *Put Reading First: The research building blocks for teaching children to read, K-3( 2nd ed.).*Jessup, MD: Ed Pubs

* ***Will be provided in class***

**Required Peer-Reviewed Journal Readings**

The instructor will provide selected supplemental journal articles either as hard copy or on Blackboard site during the course. Students will also be expected to select, review, and cite articles to complete case study assignment throughout the course.

**Additional Online required readings during the semester**

Biancarosa, C., & Snow, C. E. (2006) *Reading next: A vision for action and research in*

*middle and high school literacy*. Retrieved August 1, 2007 from

<http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>

Graham, S;, & Perin, D. (2007) *Writing next: Effective strategies to improve writing of adolescents in middle and high school.* Retrieved January 5, 2007 from

<http://www.all4ed.org/publications/WritingNext/WritingNext.pdf>

**Nature of Course Delivery**

Learning activities include the following:

* Class lecture, student discussion, and participation
* Small group and cooperative learning activities
* Small group and individual analysis of written case studies in class and as take home assignments
* Examination of curricular approaches and materials with relevant video presentations
* Independent library research to support case study project
* Selection and research review of two articles for class presentations and in-class discussion groups
* Access materials and resources made available on Blackboard, Web-based resources
* Student self-assessment of progress throughout course
* Quizzes, take-home case studies, and assigned projects

### College of Education and Human Development Statement of Expectations

The graduate school of Education (GSE) expects that all students must abide by the following:

* Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://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](http://www.gmu.edu/student/drc) or call 703 993-2474.

moves towards electronic portfolios, it will be even more important to have artifacts saved electronically.

**Advising contact information:**

Make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

**Keep products from this course for future use in your Professional Portfolio**

Retain electronic copies of all course products to document progress through the GSE Special Education Program. Products from this class can become part of your individual professional portfolio used in your portfolio classes to document satisfactory progress through the GSE program and the CEC performance standards.

*The special education program is now requiring electronic portfolios.*

*You will need to submit “artifacts: (i.e., graded assignments) saved electronically from your courses for this portfolio.*

*The ”signature assignment for this course is the Case Study which must be submitted electronically to Mason’s NCATE management system, TaskStream:*

*(*[*http://www.taskstream.com*](http://www.taskstream.com))*.*

*Every student registered for any EDSE course is required to submit the signature assignments for each course to Taskstream whether the course is an elective or part of an undergraduate minor. You will be provided with further information about how to submit your work during the course.*

**George Mason University Email**: <http://mserver3.gmu.edu/>

From this link, follow directions for activating an email account. Every student is required to establish a GMU email account. Course email and other university emails will be sent to GMU email accounts.

**George Mason Blackboard:** [**http://courses.gmu.edu**](http://courses.gmu.edu)

GSE Blackboard will be used to post important information for this course. On this site, you will find 403Language and Reading materials. You can access the syllabus, directions for assignments, rubrics and selected materials you need for the course.

**George Mason University Patriot Web:** [**http://patriotweb.gmu.edu**](http://patriotweb.gmu.edu)Includes university links, information, online forms, applications for graduation, etc.

**APA Formatting Guidelines:** [**http://www.psywww.com/resource/apacrib.htm**](http://www.psywww.com/resource/apacrib.htm)

Website offered as companion to APA style manual; however, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard procedures for applying APA style.

If you wish to subscribe to the special education list serve. Send an email to [listproc@gmu.edu](mailto: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.

**Field placement for Case Study**

The case study assignment for this class requires each student to work with a student for several weeks.

Placement and tracking of this Field Experience: Mason's Field Placement Specialist Lauren Clark [lclarkg@gmu.edu](mailto:lclarkg@gmu.edu) can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed.

**WEBSITES TO EXPLORE:**

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.sped.cec.org> (Council for Exceptional Children (professional organization)

<http://www.vra.nesinc.com> (Virginia Reading Assessment)

[http://www.ideapractices.org](http://www.ideapractices.org/)

[www.readingrockets.com](http://www.readingrockets.com/)

[www.TeachingLD.org](http://www.teachingld.org/)

[www.Interdys.org](http://www.interdys.org/)

[www.cldinternational.org](http://www.cldinternational.org/)

[http://dibels.uoregon.edu](http://dibels.uoregon.edu/) (Dynamic indicators of early literacy skills)

[www.ed.gov/index.jup](http://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://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

[http://darkwing.uoregon.edu/~duesbery/session%handouts/history%20of%20CBMs/](http://darkwing.uoregon.edu/~duesbery/session%25handouts/history%20of%20CBMs/)

point%20form%s20history%20of%cbms.doc

[www.aimsweb.com/norms/reading\_/assessing-fluency.htm](http://www.aimsweb.com/norms/reading_/assessing-fluency.htm)

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

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| --- | --- | --- |
| WEEK | TOPICS | TEXT READING &  ASSIGNMENTS DUE |
| Week 1 1/27 | 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. | Language Development and Reading  Chapter 1 pp. 1-12  Fox & Hull- Before next class, **complete pre-test p.1-6** and get checked off by instructor at next class |
| Week 2 2/3 | Language development, assessment, and Interventions in Early Childhood.  Theories and stages of normal language development diversity  Activity: Video Language assessment practice | Language Development and Reading  Chapter 2 pp. 14-36  Chapter 13 pp. 394-417  **Pre-test checked off** |
| Week 3 2/10 | Language and reading issues for students with intellectual disabilities  Goals and interventions  Guest presenters: Kay Klein and Karen Berlin | Selected reading provided in class 2 |
| Week 4 2/17 | Language and literacy and the school age child    Deficits, differences, and disabilities  Implications for culturally and linguistically diverse students and families  Cases and interventions. | Language Development and Reading  Chapters 3 and 4 pp. 38-86  **Language practice quiz**  **Select case study student** |
| Week 5 2/24 | Formal and Informal Assessments of Reading  Running Records,  Curriculum based Assessment (CBA)  Informal reading Inventory (IRI) and others  Review of Case study Components/timeline | Language Development and Reading  Chapter 9 pp. 213-249  **Plan for case study components**: gather background information, determine present levels of performance, areas for curriculum based assessment , related research articles |
| Week 6 3/3 | 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 | Language Development and Reading  Chapter 5 pp. 87-115  You should have **begun your case study** by this time. |
| Week 7 3/10 | George Mason Spring Break March 9-15  **N0 ClASS** |  |
| Week 8 3/17 | Emergent literacy and phonological Development  Phonemic Awareness  Assessment and Interventions In Class Midterm Quiz **Take-home Cases/Midterm distributed** | Language Development and Reading  Chapter 6 pp. 117-134  Fox& Hull- pp.1-94 should be completed**. Bring Fox book for**  **check off** |
| Week 9 3/24 | Word Recognition: Structural Analysis, Decoding and Spelling  **Journal Article Presentations** | Language Development and Reading  Chapter 7 pp.135-171 Turn in Midterm Cases Nat’l Reading Panel 1-11 up to fluency section |
| Week 10 3/31 | Word Recognition: Role of Fluency in the reading process  Assessments and strategies for developing fluency with sight words and in context  Automaticity  **Journal Article Presentations** | Language Development and Reading  Chapter 8 pp. 172-212 |
| Week 11 4/7 | Vocabulary assessment and instruction.  **Journal Article Presentations** | Language Development and Reading  Chapter 10 pp. 249-290  Nat’l Reading Panel 11-18 |
| Week 12 4/14 | General Features of Effective Reading and Listening Comprehension Instruction Features of narrative and expository text  Assessment practices for effective instruction  Strategies for older students and English language learners  **Final Quiz**  **Journal Article Presentations** | Language Development and Reading  Chapter 11 pp. 291-340  Reading Next- online article  Check syllabus |
| Week 13 4/21 | The Reading and Writing Connection  Writing Process approaches  Strategies for inclusive practices  Reading and writing across the curriculum  Using integrated thematic units and language experience approaches | Language Development and Reading  Chapter 12 pp. 342-392  Writing Next- online article  Check syllabus  Final exam take-home case studies distributed  **Extra Credit Assignment due** |
| Week 14 4/28 | Reading Interventions and Programs  Exploring basals and supplementary curriculum programs  Technology resources | **Fox & Hull pp. 95-189 and** **posttest** **191-196 Due**  Bring book to class for final check off.  **Reading Case Study Due** |
| Week 15 5/5 | Group Presentations | **Final exam take-home case studies Due** |

**Course Requirements, Performance-Based Assessment,**

## And Evaluation Criteria

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 teacher licensure requirement.

Course requirements include

* readings of texts, on-line resources, and professional journal articles selected by students to accompany some assignments.
* 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 typed and turned in as hard copies on the due dates unless arrangements are made in advance with the instructor. The case study assignment must also be submitted as an electronic copy as well.
* 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.

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.

## Evaluation Note:

## *It is recommended that students retain copies of all course products and the instructor’s graded rubrics to document their progress through the course. 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.*

**Assignments**

## 1.Reading Assignments.

## Read assigned sections of texts listed on the course schedule by the date assigned. Some articles and reading selections will also be assigned/and /or made available to support topics helpful for assignments or the case study. Details will be given in class for accessing these resources.

**2.**  **Phonics Self-studyText**

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, 2006). 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. **(30 points)**

**3. Quizzes and Take-home Case Studies**

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 quizzes and case studies include items that reflect the style and content of this very rigorous test. This course usually includes a midterm and a final exam which have been combined into 3 quizzes that will be worth 15 points each and two sets of take-home cases worth 15 points each. The quizzes will be multiple choice and the cases will be short narratives. You will need to use both your text and class information as well as the handouts given in class on strategies and interventions to complete the case study assignments. **(45 total points for quizzes, 30 points for 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 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. You will also need to keep an electronic copy to be submitted as part of your portfolio. You will also receive a detailed rubric for completing the case study components (**100 points).**

**5. Research Article Review and Presentation**

Each student will select two research articles from the following areas:

a) phonemic awareness

b) phonics

c.) fluency

d) vocabulary

e)comprehension

f) reading instruction

The selected article can discuss a strategy or teaching practices for students or it can provide research-based information about reading for a specific demographic group. This article needs to be recent and from a peer-reviewed journal (preferably 2000-present). Each group member will write a one page summary of one of the articles 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 one of their articles for each member of class and give a brief 3 minute presentation about their articles. These articles can be shared with others and used as appropriate to support the final written case study of any class members.

1) Identify the key features of the article following the rubric

2) Describe the use of the strategies or trainings in the classroom

3) Identify what learners and outcomes were studied

4) Provide an example or brief demonstration of the strategies or training ideas

5) Distribute a copy of one of the articles 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-15points. presentation-15 points)**

6. Extra Credit Children’s Literature Unit (maximum 15 points)

**The following assignment is optional. If you are concerned about your grade, you may elect to complete the following extra credit assignment. It must be submitted by the due date listed on the schedule to receive the extra 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 and support effective comprehension of the text material. The plan should represent several days of study of the selection. Turn this assignment in on the scheduled extra credit due date

**Performance-Based Summative Evaluations**

Self-paced completion of Phonics Self-study text (Fox et al.) 30 points A = 242-250

Article Summary 15 points A- = 238-241

Article Presentation 15 points B+ = 236-240

3 Quizzes (15 pts. each) 45 points B = 230-235

Take-home cases ( 2 sets, 15 pts each) 30 points B- = 225-229

Case Study 100points C =216-224

Attendance 15 points F = <216

Extra Credit Assignment extra 15 points Total 250 points

Children’s Literature Unit

**Language Development and Reading Assignment Record**

**Spring 2009 Dr. Nikki Miller**

# Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment | Due  Date | Points  Possible | Points  Earned | Comments |
| Phonics Self Study  Pre-test  Mid-point check  Completed post-test | 2/3  3/17  4/28 | 30 |  |  |
| Exams  In Class Quizzes    Take-home cases | 2/17  3/17  4/14  3/24  5/5 | 15  15  15  15  15 |  |  |
| Group Research Individual. Article Review  Presentations | To be  assigned | 15  15 |  |  |
| Reading Case Study | 4/28 | 100 |  |  |
| Attendance and  Participation |  | 15 |  |  |
| **Total**  Excluding extra credit |  | 250 |  |  |
| Extra Credit:  Children’s Literature Unit | 4/21 | 15 |  |  |
| Comments | | | | **Course Grade** |

Language Development and Reading Assignment Record

Spring 2009 Dr. Nikki Miller

# Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment | Due  Date | Points  Possible | Points  Earned | Comments |
| Phonics Self Study  Pre-test  Mid-point check  Completed post-test | 2/3  3/17  4/28 | 30 |  |  |
| Exams  In Class Quizzes    Take-home cases | 2/17  3/17  4/14  3/24  5/5 | 15  15  15  15  15 |  |  |
| Group Research Individual. Article Review  Presentations | To be  assigned | 15  15 |  |  |
| Reading Case Study | 4/28 | 100 |  |  |
| Attendance and  Participation |  | 15 |  |  |
| **Total**  Excluding extra credit |  | 250 |  |  |
| Extra Credit:  Children’s Literature Unit | 4/21 | 15 |  |  |