

George Mason University
College of Education and Human Development
Special Education

EDSE 503: Language Development and Reading
Spring 2010

Section #: 661 (TFA)
Time: 7:20 – 10:00 p.m. Mondays
Location: Arlington 105B

Instructor: Sheri Berkeley, Ph.D.
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Office Hours: By appointment
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Learning Team #____: Member Contact Information

Name:	Email:	Phone:
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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. *Note: School-based field experience required.*

Prerequisites*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

Student Outcomes

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 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 disabilities, emotional disturbance, and mild mental retardation.

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), 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

The CEC standards that will be addressed in this class include some of the following:

CEC 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.

CEC Standard 6 – Language (refer to box for a complete description of this CEC Standard)

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.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis,

literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts and Other Readings

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. ***customized text -- available this link ONLY -- <http://store.pearsoned.com/georgemason> ISBN: 0536379505

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <http://www.nifl.gov/partnershipforreading/publications/k-3.html>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation. <http://www.all4ed.org/publications/ReadingNext/>

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is located at this web site: www.ablongman.com/jennings5e as Appendix C. You will need to print out and use this IRI to complete your case study assignment.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard at <http://courses.gmu.edu> Click the “Login” tab. Your login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

Graduate School of Education Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to demonstrate professional behavior and dispositions. See www.gse.gmu.edu for a listing of these professional dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode> 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 Policy* 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.

Other Course Expectations

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.**
3. **Written Products:** All written assignments must be prepared in a professional manner following writing guidelines stated in the Publication Manual of the American Psychological Association. All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
4. **Placement for this Field Experience/Case Study:** This course requires field placement for a case study and/or observation. For Part I of the Case Study assignment you will need to assess the reading of a student with a disability (this will take approximately 3-5 sessions, each 20 to 30 minutes each), and for the teaching observation, you will need to observe the teaching of a reading lesson (one session, 1-2 hours). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). The observation needs to occur in a classroom setting in a classroom other than your own. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for these assignments.
IF you have difficulty finding a student for the case study assignment, please, let the instructor know right away.
5. **Signature Assignment:** For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

****Note:** Every student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (regardless of whether a course is an elective, a “one time” course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). **Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.** Please note: if you do not upload

your paper PRIOR to the final exam, the instructor may not be able to change an assigned grade of IN until the next semester begins.**

ASSIGNMENT DESCRIPTIONS

1. Self-paced Completion of Fox Text

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.**

Check	Section	Points
# 1	Pretest	2 point
# 2	Parts I, II, III	4 points
# 3	Part IV, V, VI, VII	4 points

2. Website Review**

You will choose a website with information on reading and/or students with disabilities to review. For each website, you will judge how well important special education topics related to reading instruction are addressed. You will compile this information into a brochure and give an informal demonstration of your chosen website to the class. Additional guidance for this assignment will be provided by the instructor and the assignment will be evaluated as pass/fail.

3. Teaching Observation**

You will observe a lesson of reading in a classroom other than your own and write a 2 page reflection. Specific directions and a rubric for this assignment will be provided by the instructor.

4. Reading Case Study**

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project will be completed in 2 parts and should be submitted by 7:20 pm on the respective due dates. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:

Part I

<p>Student Background</p> <ul style="list-style-type: none"> ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 	/10
<p>Oral Language Development</p> <ul style="list-style-type: none"> • Consider how the student's expressive and receptive language (both oral and written) 	

<p>may be impacting the student's performance in reading and/or writing (including spelling).</p> <ul style="list-style-type: none"> ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	/10
<p>Reading and Writing Development*</p> <ul style="list-style-type: none"> ▪ Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ▪ an informal reading inventory (download from www.ablongman.com/jennings5e.), ▪ a spelling assessment, ▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> ○ For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. ▪ Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment ▪ Presents the results of each assessment including: <ul style="list-style-type: none"> ○ a reporting of the results for each assessment (a table is often helpful here), ○ an indication of whether this area of reading/writing is an area of concern; and ○ a narrative error analysis of student strengths and weaknesses on the assessment given ▪ <u>All completed assessment protocols must be attached to the final report</u> <p><i>503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></p>	/50
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) 	/5
<p>Recommendations*</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> ○ Classroom recommendations should be evidence-based and grade/age appropriate ○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) ▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider ▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. <p><i>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</i></p>	/20

Style	
<ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/5
Total Assignment Points	/100
Total Course Points (Total Assignment Points Earned x .30 = _____ Course Points)	/30

Case Study Part II: Intervention Implementation

Description of Selected Intervention* <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices <p><i>503 Requirement: To earn full points, 503 students must base their interventions on multiple sources of research based practices.</i></p>	/3
Instructional Plan* <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write and instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (including modeling, guided practice, and independent practice) • Identify any instructional adaptations 	/10
Monitoring Student Progress* <ul style="list-style-type: none"> • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	/3
Project Reflection <ul style="list-style-type: none"> • Write a personal reflection of your learning experiences while completing Part I AND Part II of this assignment. (Examples: What did you learn? What might you do differently or think about differently when working with future students?) 	/3
Writing Style <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, NOT the sections on manuscript preparation) 	/1
TOTAL Assignment & Course Points	/20

5. Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time.

Three or more absences will result in no credit for this course. As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = 4 point deduction (5% total)
- 3 missed activities = 5 point deduction (10% total and/or F for the course)

**** EDSE 503 Students:**

*In schools, master teachers are often expected to take on increasing professional responsibilities that require leadership ability such as: joint lesson planning with other professionals, serving or chairing pre-referral and special education eligibility committees, providing professional development or turn around training to other teachers, and even serving as team leader for instructional planning. Therefore, in addition to regular attendance & participation, graduate students enrolled in EDSE 503 are also required to demonstrate emerging leadership skills. These skills can be demonstrated through active leadership in group activities and presentations throughout the course. These assignments are marked with a double asterisk (**).*

In addition to the point scale described above, 5 of 10 possible attendance & participation can be earned for demonstrated emerging leadership. (Students who miss 3 or more classes automatically lose any possible leadership points).

6. Final Exam

The final exam will include multiple-choice, application, and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester.

GRADING

1. Self-paced Completion of Fox Text	10 points
2. Website Review	10 points
3. Teaching Observation	10 points
4. Final Project: Case Study	50 points
5. Participation, Quizzes and Activities During Class	10 points
6. Final Exam	10 points
TOTAL	100 POINTS

Student Self-Management for Calculating Course Grade	
<i>Performance-Based Summative Evaluation</i>	<i>Points Earned</i>
1. Self paced completion of Fox text	/10
2. Website Review	/10
3. Teaching Observation	/10
4. Final Project: Case Study Part I	/30
5. Final Project: Case Study Part II	/20
6. Participation, Quizzes and In-class Activities	/10
7. Final Exam	/10
Total Course Points Earned	/100

Students can calculate their points earned at any time in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance

prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

F = 69% and below

CLASS TOPICS & DUE DATES

Date	Class Topic	Reading Assignments & Due Dates
1/6	Midpoint Portfolio Meeting	
1/13	<ul style="list-style-type: none"> • Course Overview • Introduction to Phonics Self-Instruction 	
1/20	<ul style="list-style-type: none"> • Overview of Reading * • Elements of Language & Language Development * 	Chapters 1 & 2
1/27	<ul style="list-style-type: none"> • Obtaining Background Knowledge * • Informal Assessment * <ul style="list-style-type: none"> ○ Activity: CWPM Scoring Procedures 	Chapters 4 & 9
2/3	<ul style="list-style-type: none"> • Administering Informal Assessments * <ul style="list-style-type: none"> ○ Activity: IRI Scoring Steps & Practice (Janet) ○ Activity: Preparing Testing Materials 	Chapters 5 (pp. 106-113), 7 (135-147), & 8 (pp. 172-186) DUE: ORF scores
2/10	<ul style="list-style-type: none"> • Scoring Informal Reading Assessments * <ul style="list-style-type: none"> ○ Fluency <ul style="list-style-type: none"> ▪ Decoding (phonics & multi-syllable words) & Sight Words ▪ Phonemic Awareness, Alphabetic Principals, & Concepts About Print ○ Comprehension (explicit & implicit) <ul style="list-style-type: none"> ▪ Vocabulary • Miscue Analysis & Interpretation * <ul style="list-style-type: none"> ○ Activity: Group Practice • Writing Educational Reports <ul style="list-style-type: none"> ○ Case Study Part I Overview 	Chapters 10 (pp. 249-253) & 11 (pp. 291-301 & 314-323) DUE: IRI assessment binder
2/17	<ul style="list-style-type: none"> • Assessment in Spelling * • Supplemental Assessments & Early Literacy * 	Chapters 6, 12 (pp. 376-381), & TBA
2/24	<ul style="list-style-type: none"> • More Supplemental Assessments * <ul style="list-style-type: none"> ○ Activity: Pre-referral Conferences • Locating Professional Resources * <ul style="list-style-type: none"> ○ Website Review Overview 	TBA DUE: Case Study Part I <i>draft</i> (student info, IRI, & spelling results)

3/3	<ul style="list-style-type: none"> • More Supplemental Assessments * <ul style="list-style-type: none"> ○ Activity: Pre-referral Conferences • Making Educational Recommendations (IEP goals, instruction, and accommodations) * 	Reading First, & Reading Next DUE: Case Study Part I <u>draft</u> DUE: Fox Self-Study Parts I, II, & III
3/10	Midpoint Portfolio Meeting	
3/17	ONLINE CLASS: Website Review	
3/24	<ul style="list-style-type: none"> • Website Review PRESENTATIONS • Data Based Instruction * <ul style="list-style-type: none"> ○ Case Study Part II Overview (+ observation) 	DUE: Case Study Part I
3/31	NO CLASS: Spring Break	
4/7	<ul style="list-style-type: none"> • Early Literacy * • Introduction to Systematic, Explicit Reading Instruction * 	Chapters 5, 6, & TBA
4/14	<ul style="list-style-type: none"> • Instructional Methods (phonemic awareness, decoding, fluency, vocabulary, comprehension, motivation) * <ul style="list-style-type: none"> ○ Activity: Observation Share ○ Activity: IRIS Case Studies 	Chapters 7 (pp. 147-171), & 8 (pp.186-212) DUE: Teaching Observation
4/21	<ul style="list-style-type: none"> • More Instructional Methods (phonemic awareness, decoding, fluency, vocabulary, comprehension, motivation) * • Technology for Reading Instruction and Accommodation 	Chapters 10 (pp. 254-290), & 11 (301-314 & 323-340) DUE: Case Study Part II <u>draft</u>
4/28	<ul style="list-style-type: none"> • Final Paper PRESENTATIONS • Final Exam Review • Course Evaluations 	DUE: Case Study (<u>both</u> Parts I & II) DUE: Fox Self-Study Parts IV, V, VI, & VII
5/5	FINAL EXAM	
5/12	Midpoint Portfolio Meeting	

NOTE: This syllabus may change according to class needs.