

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM-SPECIAL EDUCATION

Language Development and Reading
Syllabus EDSE 403.001 (3 credits)
Semester and Year: Spring 2011
Course day/time: 4:30 – 7:10, Thursdays
Course location: (On campus) Krug, Room 215

Professor:
Amy (Parker) Angelo
Phone: 540-514-6968 (cell)
E-mail: aangelo2@gmu.edu

Course Description:

This course 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.

Please 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 or 703-993-2387. Please be prepared with your G number when you contact her.

Student Competencies:

This course is designed to enable students to:

- 1) Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- 2) Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).
- 3) Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms

(e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.

4) Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.

5) Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.

6) Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.

7) Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

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 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

Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Nature of Course Delivery:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities via Blackboard
5. Research and presentation activities
6. Video and other media supports

Required Texts

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.

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

Class Companion Websites:

A version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e as Appendix C. You will need to use an 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 Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to

class. <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 403 course.

School of Education Statements of Expectations:

School of Education Dispositions Criteria: Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

George Mason University Honor Code: http://www.gmu.edu/catalog/apolicies/#TOC_H12 This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.

Students with Disabilities: www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.

Other Course Expectations

1. Visit www.gse.gmu.edu for a listing of these dispositions. Students will 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.

Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class and demonstrate professional behavior.

- ✓ Laptops, cell phones, PDAs and all other electronic devices should be **silenced** during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (**not** for surfing the web, checking email, etc.).

2. Late Assignment Policy: 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.

3. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). 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:

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 IF you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark.

<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 student with whom this Case Study will be completed. Note: you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.

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.

<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. 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).

ASSIGNMENT DESCRIPTIONS

1. Self-paced Completion of Fox Text (6 points)

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. Plan to turn in the Fox text at the beginning of the class session on the date for the mid-term. The instructor will review your text for credit. Approximately half of the text should be completed by this time in order to adequately be prepared for the final exam.

2. Group/Individual Project (15 points)

The Group Project Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will be researching a teaching strategy in the area of reading to address a specific student need and present the findings with your assigned group. Specific guidelines for the assignment and grading rubric will be provided by the instructor.

3. Reading Case Study: (40 points)

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. 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 this assignment. Specific guidelines for the assignment and grading rubric will be provided by the instructor.

Other Course Expectations. Specific guidelines for the assignment will be provided by the instructor.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

. 1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)

NOTE: A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

. 2 - 3 meetings: conduct the Informal Reading Inventory (IRI) - floor and ceiling.

. 1 - 2 meetings: collect information using additional skills assessments you have selected

This project will be completed in 2 parts and should be submitted by 4:30 pm on the respective due dates. This assignment is the signature assignment for the course and will be evaluated using the following rubric:

4. Midterm (10 points)

The midterm exam includes multiple choice items and short essay questions. This exam will cover assigned readings and class lectures up to the midterm date. A midterm review will be completed during the class session that falls before the midterm exam.

5. Regular Attendance & Participation (14 points)

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.

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments, and
- c. participating in class discussions/activities throughout the semester
- d. thoughtfully contributing to class discussions
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Powerpoints/materials, specifically.

Each class (14 session): .5 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments.

6. Final Exam (15 points)

The final exam may include multiple-choice and application items 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 AND the Virginia Reading Assessment (VRA).

GRADING:

1. Self-paced Completion of Fox Text - 6 points
 2. Group/Individual Project - 15 points
 3. Participation/Attendance/Blackboard Discussion - 5 points
 4. Final Project: Case Study - 35 points
 5. Midterm - 10 points
 6. Participation, Quizzes and In-Class Activities - 14 points
 7. Final Exam - 15 points
- TOTAL = 100 possible points

Undergraduate Grading Scale:

95-100% = A	80-83% = B-	60-69% = D
90-94% = A-	77-79% = C+	<60 = F
87-89% = B+	74-76% = C	
84-86% = B	70-73% = C-	

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.

Resources for Evidence-Based Practices Emphasized in EDSE 503

Report of the National Reading Panel: Teaching Children to Read (2000). (phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension)
<http://www.nationalreadingpanel.org/Publications/publications.htm>

www.k8accesscenter.org The Access Center. (Reading Comprehension, fluency, mnemonics)

<http://www.teachingld.org> LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15

<http://www.iris.peabody.vanderbilt.edu> Resources. Reading, Literacy, Language Arts.

<http://www.iris.peabody.vanderbilt.edu> Resources. RTI.

<http://www.iris.peabody.vanderbilt.edu> Resources. Assessment.

<http://www.iris.peabody.vanderbilt.edu> Resources. Content Instruction.

<http://www.iris.peabody.vanderbilt.edu> Resources. Differentiated Instruction. InfoBriefs.

<http://www.rti4success.org> (National Center on Response to Intervention) CBM modules

<http://www.studentprogress.org> (National Center on Student Progress Monitoring)

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (meta, in press; questioning strategy instruction, graphic organizers, self-regulatory skills)

Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy.
<http://www.all4ed.org/files/ReadingNext.pdf>

(Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills)

Bursuck, W. D., & Damer, M. (2007). *Core Text (direct instruction/systematic/explicit instruction)

Chard, D., Vaughn, S., & Tyler, B (2002). (reading fluency)

Coleman, M., & Vaughn, S. (2000). (direct instruction/systematic/explicit instruction)

Deno, S. (2003). (progress monitoring)

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (text enhancements; cognitive strategy instruction)

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (reading comprehension instruction)

Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (direct instruction/systematic/explicit instruction)

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (Vocabulary instruction)

Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (mnemonics)

Nilsson, N. L. (2008). (Informal Reading Inventory)

Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (Peer tutoring, mnemonics, semantic maps)

Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction
www.teachingld.org

Spencer, V. G. (2006). (peer tutoring)

Stanford, P., & Siders, J. A. (2000). (miscue analysis)

Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (reading comprehension instruction; questioning strategy instruction; content enhancements)

Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (progress monitoring)

Assignments/Due Dates/Course Readings:
Calendar/Assignments:

January 27 –

February 3 – Review of syllabus & Ch. 1- 2 (GMU text unless otherwise noted)

February 10 – Ch. 2-3

February 17 – Ch. 4-5

February 24 – Ch. 6-7

March 3 – Ch. 8

March 10 – **No Class**; time for group project work & Fox Text assignment

March 17 – **No Class**; **GMU Spring Break March 14-20, 2011**

March 24 – **Midterm Exam**; At least half of **Fox Text assignment due**

March 31 – Ch. 9

April 7 – Ch. 10-11

April 14 – Ch. 12-13

April 21 – **No Class**; time for Case Study Project work; consult Blackboard

April 28 – **Group/Individual Project presentations**

May 5 – Completed **Fox Text due**; Take Home **FINAL EXAM distributed** @ 4:30 -5:00

May 12 – Case Study Project share session; **FINAL EXAM DUE**

Structure of Class:

First Fifteen: Contemporary issues discussion related to article posted by professor on Blackboard. Read article, post your brief response/thoughts/insights to article, & participate in class discussion (counts as part of class participation points).

Lesson: Presentation by professor of information related to assigned reading and/or outside activity. Time allowed for class discussion/questions/answers. Power point presentation from previous week' lesson will be posted on Blackboard.

Break: 5:45 – 6:00; 15-minute break. Class will resume promptly @ 6:00.

Application: Students will be provided with an application and/or discussion activity related to the week's topic/chapter/readings. At times, your product and/or participation may be graded. You will be informed of this prior to the start of the activity.

Meal: You're welcome to bring a snack/dinner and eat it quietly during class or on break.

Statement to inform students they must keep their work (electronically if available), for use in their program portfolio.

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: This syllabus may change according to class needs.
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

RHT faculty may add at the conclusion:

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].