

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM-SPECIAL EDUCATION
EDSE 403: Language Development and Reading (3 credits)
Spring 2011**

Section: 001
 Course day/time: 4:30 – 7:10p.m., Thursdays
 Course location: Innovation Hall, Room 207 (On campus)
 Instructor: Jessica Vilbas
 Phone: 703-801-1920 (cell)
 E-mail: jvilbas@masonlive.gmu.edu (best contact)
 Office Hours: By appointment

Learning Team #____: Member Contact Information

Name:	Email:	Phone:

Course Description

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.

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.

Evidence-Based Practices

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. Both promising and emerging practices in the field of special education are addressed. 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.

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.

CEC Standards

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

- ✓ Class lecture and discussion
- ✓ Application activities
- ✓ Small group activities and assignments
- ✓ Electronic supplements and activities via Blackboard
- ✓ Research and presentation activities
- ✓ 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: 9781256104575

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

Other Readings

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.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <http://dibels.uoregon.edu/>

Edelen-Smith, P. J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School and Clinic*, 33, 103-111.

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.

<http://www.aft.org/pdfs/americaneducator/winter0506/Moats.pdf>

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites

A free 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.

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 403 course.

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/>]. 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 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/>].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

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 and 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.
 - ✓ 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: Mason's Field Placement Specialist Lauren Clark, lclarkg@gmu.edu, will assist in placing Mason students at school sites. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested. **Note: 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.

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.**

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 (you will receive the book back at the end of class). The instructor will review your text for credit.

2. *Group Project* (15 points)*

The Group Project Assignment is designed to help you prepare for the implementation phase (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 the class.

Specific guidelines for the assignment: On the first night of class you will form a group and select one area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, writing and spelling) to focus on throughout the semester. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which represents information for your chosen area and requires the participation and active learning of your peers. You will be given time in class to work on these presentations. (*See grading rubric below*).

Your presentation should include:

- A definition of the chosen area of reading from the National Reading Panel’s 2000 report and all terminology.
- A thorough description of the skills, which are addressed in this area.
- A thorough description of the strategies, which can be used to teach these skills.
- At least one activity that can be used in this area of reading instruction.
- A description of at least one commercial reading program that can be used in this area of reading.
- A handout for the class and at least one type of visual support (PowerPoint, etc.)
- A bibliography (APA format) with at least five references.

3. *Signature Assignment – 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. Also note Item # 4 under Other Course Expectations. Specific guidelines for the assignment will be provided by the instructor.

General expectations to guide planning

Duration of sessions: 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. 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.

Meetings

- 1 meeting: 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

Signature Assignment: This assignment is the Signature Assignment for this course and should be submitted by 4:30 pm on the respective due date. **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. (See grading rubric below).

4. Midterm (10 points)

The midterm exam includes multiple choice and application items. This exam will cover assignment 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. NOTE: 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, respectively, 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 sessions): .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 Project	15 points
3. Final Project: Case Study	40 points
4. Midterm	10 points
5. Participation/Attendance/In-Class Activities	14 points
6. Final Exam	15 points
TOTAL	100 POINTS

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	Points Earned/Total Points
1. Self paced completion of Fox text	/6
2. Group Project	/15
3. Final Project: Case Study	/40
4. Midterm	/10
5. Participation/Attendance/In-class Activities	/14
6. Final Exam	/15
Total # of points earned	/100

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-	

Resources for Evidence-Based Practices Emphasized in EDSE 403/503

- 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*)

Recommended Websites to Explore

- Council for Exceptional Children <http://www.cec.sped.org/am/template.cfm?section=Home>
- Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.vra.nesinc.com>
- National Reading Panel <http://www.nationalreadingpanel.org> 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>
- The Access Center <http://www.k8accesscenter.org/index.php> (*Reading Comprehension, fluency, mnemonics*)
- Reading, Literacy, Language Arts <http://www.iris.peabody.vanderbilt.edu>
- RTI <http://www.iris.peabody.vanderbilt.edu>
- Assessment <http://www.iris.peabody.vanderbilt.edu>
- Content Instruction <http://www.iris.peabody.vanderbilt.edu>
- Differentiated Instruction. InfoBriefs <http://www.iris.peabody.vanderbilt.edu>
- IDEA Practices
<http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/>

- Reading Rockets www.readingrockets.com
- Teaching LD www.TeachingLD.org <http://www.teachingld.org> LD Resources. Practice Alerts:2, 8, 10, 12, 14, 15
- The International Dyslexia Association www.Interdys.org
- Council for Learning Disabilities www.cldinternational.org
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <http://dibels.uoregon.edu>
- US Dept. of Education www.ed.gov/index.jsp click on education resources
- LD Online <http://www.ldonline.org/index.html>
- International Reading Association <http://www.reading.org>
- The IRIS Center <http://iris.peabody.vanderbilt.edu>
- National Institute for Literacy <http://www.nifl.gov>
- National Center on Response to Intervention <http://www.rti4success.org> CBM modules
- National Center on Student Progress Monitoring <http://www.studentprogress.org>
- University of Kansas Center for Research on Learning <http://www.ku-crl.org>
- Strategies for teaching reading
<http://www.state.tn.us/education/ci/cistandards2001/la/cilarstratteachread.htm>
- Virginia Reading Assessment Blueprints for Special Education Teachers:
http://www.va.nesinc.com/VA_blueprints_opener.asp

Group Presentation Rubric		
Topic:		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition: Presentation includes a clear and accurate definition of the chosen area of reading	/1	
Skills and Strategies <ul style="list-style-type: none"> • Description of at least 5 skills addressed within this area of reading • Incorporation of evidence-based practice(s) to support instruction in your selected area of reading 	/3	
Activity <ul style="list-style-type: none"> • Include a description of at least one activity, which focuses on this area of reading • Include at least one activity which is interactive with the group to stimulate conversations about the topic and/or to reinforce learning of topic 	/2	
Commercial Reading Programs <ul style="list-style-type: none"> • Presentation includes brief description of at least one commercial reading program, which addresses the chosen area of reading 	/1	
Class Handout <ul style="list-style-type: none"> • Clear and applicable handout distributed to class • Description of content addressed within this topic • Practical relevance for classroom teachers 	/2	
Presentation <ul style="list-style-type: none"> • At least 1 visual support (PowerPoint, posters, etc.) which is easy to read and understand from all areas of the classroom. Clear and accurate. • No longer than 20 minutes • Creative and involving whole class participation • All areas of the presentation are cohesive • Each group member has a clear/important role for the presentation 	/5	
Bibliography <ul style="list-style-type: none"> • At least five references (text can be one) • APA format 	/1	
TOTAL	/15	

Topics: Presentation dates

- Phonemic awareness, phonics, vocabulary: April 5
- Fluency, comprehension, writing, spelling: April 12

Signature Assignment: Reading Case Study

<p>Student Background: Collect demographic and background information <u>significant to reading, writing, and language development</u>.</p> <ul style="list-style-type: none"> ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with 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: Consider how the student's expressive and receptive language (both oral and written) 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 ▪ All completed assessment protocols must be attached to the final report 	/50
<p>Summary: Statement of <i>overall</i> strengths and needs of student</p> <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) <ul style="list-style-type: none"> ○ 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. 	/20
<p>Style: Professionally written report</p> <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
<p>Total Assignment Points</p>	/100
<p>Total Course Points (Total Assignment Points Earned x .40 = Total Course Points)</p>	/40

CLASS TOPICS & DUE DATES

Date	Class Topic	Reading Assignments & Due Dates
January 26	<ul style="list-style-type: none"> ◆ Introductions ◆ Course Overview ◆ Elements of Language ◆ Scientifically Based Reading Instruction (National Reading Panel, 2000) Five Domains of Reading* ◆ Syllabus and course expectations ◆ Form groups: discuss presentation topics 	<p>5 essential components of reading instruction</p> <p>Students need to master skills in these five interrelated areas in order to become proficient, successful readers.</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Systematic phonics 3. Fluency 4. Vocabulary development 5. Comprehension
February 2	<ul style="list-style-type: none"> ◆ Overview of reading ◆ Elements of language ◆ Typical language development ◆ Language Development and characteristics of students with disabilities including: learning disabilities, autism, developmental disabilities, intellectual disabilities, and possible impact on acquiring literacy skills. ◆ Language foundations of literacy ◆ Language abilities impact on literacy/reading success ◆ Discuss factors associated with reading and language disabilities <ul style="list-style-type: none"> ○ Identify components of the reading process ○ Early literacy ○ Identify and describe early and emergent literacy concepts and methods for promoting these concepts with children ○ Discuss basic reading skills ◆ Small groups discuss Fox pretest, presentation topics and team progress 	<p>Chapter 1 - An Introduction to Systematic, Explicit Reading Instruction</p> <p>www.ttaconline.org:</p> <p>~ Oral Language Development: Language Foundations, Part I</p> <p>~ Oral Language Development: Typical Development, Part II</p> <p>DUE: Fox Part I: Pretest</p>
February 9	<ul style="list-style-type: none"> ◆ Language and Literacy in the School Years ◆ National Reading Panel Report ◆ Describe assessment and instruction of early/emergent literacy skills. ◆ Selecting/evaluating text for diverse learners; readability <p><i>Class Activity</i> ~ Phonemic Awareness</p>	<p>Chapter 2 - Early Literacy</p> <p>Chapter 3 – Beginning Reading /Early Decoding</p> <p>How Now Brown Cow (posted on Blackboard)</p>

February 16	<ul style="list-style-type: none"> ◆ Discuss Case Study: Intro to reading assessment: ◆ Collecting diagnostic information ◆ Informal reading inventories: IRI ◆ Analyzing error patterns ◆ Running records, miscue analysis ◆ Formal assessments ◆ Curriculum based assessment ◆ Fluency 	<p>Chapter 4 – Advanced Word Reading Chapter 5 – Reading Fluency</p> <p>DUE: Fox Part 2 & 3</p>
February 23	<ul style="list-style-type: none"> ◆ Discuss Organization of IRI Binders ◆ Obtaining Background Information ◆ Administering IRI ◆ Readability of text <p><i>Class Activity</i> ~ <i>Collecting Student Background Information</i></p>	<p>Chapter 6 – Obtaining Background Information Chapter 7 – Using an Informal Reading Inventory for Assessment</p> <p>DUE: Fox Part 4 & 5</p>
March 1	<ul style="list-style-type: none"> ◆ Discuss Case Study ◆ Nature and Organization of English Orthography ◆ Developmental Spelling Assessment – DSA ◆ Developmental Spelling Instruction ◆ Review for Midterm <p><i>Class Activity</i> ~<i>Review IRI Binders</i></p>	<p>Chapter 8 – Informal Assessment: Progress Monitoring</p> <p>Moats, L.C. (2006). How spelling supports reading</p> <p>DUE: Bring IRI Binder to class</p>
March 8	<p>ONLINE CLASS</p> <ul style="list-style-type: none"> ◆ Fluency Module ◆ Writing Module 	<p>CASE STUDY: BEGIN WORK WITH YOUR STUDENT</p>
March 15	<p>NO CLASS - GMU SPRING BREAK</p>	
March 22	<ul style="list-style-type: none"> ◆ Explicit Reading Instruction ◆ Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes) ◆ Small Groups discuss presentation, team progress <p>MIDTERM EXAM</p>	<p>MIDTERM EXAM</p> <p>DUE: Completed Fox text</p> <p>CASE STUDY:</p> <ul style="list-style-type: none"> ✓ Conduct IRI ✓ Conduct Developmental Spelling Assessment

March 29	<ul style="list-style-type: none"> ◆ Vocabulary Instruction ◆ Comprehension Instruction* (graphic organizers*, questioning strategies*, self-monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) ◆ Discuss developing, implementing, and monitoring an intervention (Case Study). 	<p>Chapter 9 – Vocabulary Instruction</p> <p>Chapter 10 – Comprehension</p> <p>CASE STUDY:</p> <ul style="list-style-type: none"> ✓ Conduct additional/final assessments/probes to drive identified instructional decisions
April 5	<ul style="list-style-type: none"> ◆ Advanced Word Reading; Phonics Instruction* (phoneme-grapheme correspondence; word analysis)* ◆ Systematic Instruction ◆ Fluency Instruction* (progress monitoring*) ◆ Discuss developing, implementing, and monitoring an intervention (Case Study). ◆ Group presentations: phonemic awareness, phonics, vocabulary 	<p>Chapter 11 – Developmental Word Knowledge</p> <p>Chapter 12 – Reading & Writing</p> <p>DUE: Group presentations</p>
April 12	<ul style="list-style-type: none"> ◆ Discuss progress on Case Study implementation. ◆ Small groups discuss ways to teach concepts learned in Fox ◆ Group presentations: fluency, comprehension, writing/spelling 	DUE: Group presentations
April 19	<ul style="list-style-type: none"> ◆ Compare and contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students' responses to interventions. ◆ Literacy & Diversity: first language interference in speech and writing for English Language Learners ◆ Discuss progress on Case Study implementation 	Chapter 13 – Literacy Instruction for Diverse Populations
April 26	<ul style="list-style-type: none"> ◆ Given varied learner characteristics, identify and describe responsive instructional techniques for promoting language, reading, and writing skills. <p><i>Class Activity</i> ~ Peer Editing of Case Study Project</p>	DUE: Case Study (<i>DRAFT</i>)
May 3	<ul style="list-style-type: none"> ◆ Case Study Presentations ◆ Final Exam Review ◆ Course Evaluations 	DUE: Signature Assignment – Case Study Submit Case Study to TaskStream ASAP
May 10	FINAL EXAM	

NOTE: This syllabus may change according to class needs.