



**College of Education and Human Development
Division of Special Education and disAbility Research**

EDSE 403-5S1: *Language Development and Reading*

CRN: 75966, 3 - Credit(s)

Fall 2012

Instructor: Dr. Jodi Duke	Meeting Dates: 08/27/12 - 12/19/12
Phone: 703-993-6555	Meeting Day(s): Tuesday
E-Mail: jduke4@gmu.edu	Meeting Times: 7:20pm - 10:00pm
Office Hours: By appointment	Meeting Location: KAI 113

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.

Prerequisite(s): EDSE 401 and EDSE 440.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

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

Field Experience Requirement:

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting.

"Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes:

Upon completion of this course, students will be able to

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- 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.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- 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.
- 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.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks:

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: 1256104574

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

Recommended Textbooks:

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*. Carnegie Cooperation of New York. <http://www.all4ed.org/files/ReadingNext.pdf>

Preventing Reading Difficulties in Young Children. December, 1998.

<http://www.nap.edu/books/030906418X/html/index.html>

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

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers. www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

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/pubs-reports/american_educator/issues/winter05-06/Moats.pdf

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14

Required Materials:

Class Companion Website: 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.

Additional Readings:

Will be announced throughout the course.

Course's Relationship to Program Goals and Professional Organizations:

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 Special Education: Students with Disabilities who Access the General Curriculum K-12, Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies,

Standard 6: Language and Standard 8: Assessment. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Attendance Policy: Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, 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. **Three or more absences will result in no credit for this course.** When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence.

Late Work 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.**

Textbook Policy: *It is required that students *bring the textbooks to class each week* as the instructor will make references to specific pages during class and students will be given classroom activities which will require textbook use.

Participation: You are expected to be present, prepared, and professional as you progress through this course. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense that can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed.

Required Access to Course Blackboard Site: GSE 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 (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

Computers, Cell Phones, Blackberries, and Recording Devices: Computers may only be used for accessing e-books (if you purchased your book online). You will not need your computers to take notes since PowerPoint/handouts will be shown during class and posted on Blackboard prior to class. **You will need to bring a hard copy of the PowerPoints/handouts each week.** Please keep your phones off or on vibrate during the class. **Texting is prohibited during class.**

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:

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

Evidence-Based Practices:

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, 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.

Schedule:

ASSIGNMENT DESCRIPTIONS

1. Self-paced completion of Fox text: (10 points)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2010) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive full credit, all sections must be completed by the dates indicated below.

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 for each specific part and you will receive the book back at the end of class.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text						
9/4:	9/11:	10/2:	10/16:	10/30:	11/6:	11/13:
Pretest	Part I	Part II	Parts III & IV	Parts V & VI	Part VII	Posttest
1 point	2 points	2 points	2 points	2 points	1 point	1 point

Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.

2. Commercial Reading Program Presentation (10 points)

On the first night of class you will partner up and choose an area of reading. You and your partner will work together (time will be given in class when possible) to locate and evaluate a commercial reading program which focuses on your chosen area of reading. **Instructor approval of the chosen program is required prior to the presentation.**

<i>Component</i>	<i>Points</i>
Commercial Program Description: Clear and accurate description of the commercial program including: (a) what student population the program is designed for, (b) does the program have evidence of efficacy established through carefully designed experimental studies? (c) does the program reflect current and confirmed research in reading? (d) describe the demographic and learner profiles of the schools and classrooms where the program was tested, (e) discussion of strengths and weaknesses of the program.	/5
Materials: Describe the materials (and show as many of them as possible.	/1
Practical Relevance: Information presented provides practical relevance for classroom teachers.	/1
Model: Teach how to use the various components of the commercial reading program.	/1
Class Handout: Provide a handout to the class which includes a summary of information on commercial reading program as well as information about where to obtain the program.	/1
Presentation: <ul style="list-style-type: none"> • No longer than 15 minutes • Reflects poise, clarity, knowledge and enthusiasm 	/1
TOTAL	/10

3. NCATE Assessment: Reading Case Study (35 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 student to work with during the semester for this assignment. Specific guidelines for the assignment will be provided by the instructor.

If you have difficulty finding a K-12 student for this assignment, GMU’s Field Placement Specialist Lauren Clark (lclarkg@gmu.edu) can assist in placing GMU students at school sites. GMU is required to track where self-placed students will complete their field experiences. Consequently, each EDSE 503 student must access <http://cehd.gmu.edu/endorse/ferf> and 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 worked with the youngster).

The following are general expectations to guide planning:

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.

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 4-5 sessions lasting 20-30 minutes per session.

*1 meeting: collect information about your student (meet w/ student and/or 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 assignment is the NCATE assessment for the course and will be evaluated using the following rubric:

Reading Case Study Rubric	
<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"> a. 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). b. Include the following domains: Home, School, Physical Development, Language Development, Social/Emotional Issues, and Cultural Issues (1/2 point each). 	/4
<p>Oral Language Development</p> <ul style="list-style-type: none"> • Consider how the student’s expressive and receptive language (both oral and 	

<p>written) may be impacting the student’s performance in reading and/or writing (including spelling).</p> <p>a. This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	/2
<p>Present Levels of Performance for:</p> <p>a. Decoding (and phonemic awareness if a concern)</p> <p>b. Fluency</p> <p>c. Comprehension (and vocabulary/strategy use if a concern)</p> <p>d. Spelling</p> <p>e. Writing</p>	/5
<p>Reading and Writing Development</p> <p>Correctly administer and accurately score the results of the following assessments, then provide a general description of each assessment including what kind of information can be obtained from each assessment.</p> <p>Analyze the results and present the findings in an educational report that:</p> <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 a reporting of the results for each assessment (a table is often helpful here), and an indication of whether this area of reading/writing is an area of concern. <ul style="list-style-type: none"> ○ Jennings informal reading inventory (download from www.ablongman.com/jennings5e.) (2 points) ○ DSA (spelling assessment) (2 points) ○ Fry Readability (2 points) ○ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment) (2 points) <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. 	/8
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths (2 points) and needs (2 points) of student <ul style="list-style-type: none"> ○ This should be based upon student background information and findings from assessments (including relevant student behavior) 	/4
<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 <u>evidence-based</u> and grade/age appropriate (3 points) <ul style="list-style-type: none"> ▪ Avoid recommendations for specific educational setting 	

<p>placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)</p> <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. (3 points) <p>*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)</p>	/6
<p>Written Style</p> <ul style="list-style-type: none"> ▪ This educational assessment report should be written as if it were a formal document for school record (not an academic paper). That means that it must be written with an audience of both educators AND parents in mind. (2 points) ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals (2 points) ▪ Writing is free of spelling and grammar errors (2 points) 	/6
<p>Total</p>	/35

5. Fox Quiz (10 points)

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook.

6. Final Exam (15 points)

The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test.

7. Regular Attendance, Participation, and Collaborative Learning Questions (10 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 all 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, points are deducted for a lack of **digital etiquette** during class sessions.

In addition, you will be asked to bring one **Collaborative Learning Question** on selected evenings throughout the course. This is designed to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. Please see the course schedule for due dates. These questions should relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include 3-4 sentences of the context/background leading up to the actual question.. There will be a total of 5 Collaborative Learning Questions, worth 1 point each for a total of 5 points out of the 10 participation points.

Collaborative Learning Question Example:

In Sabornie and deBettencourt Chapter 6, there is a discussion of the importance of written language. However, in the chapter there is also a statement that written language instruction is often neglected by teachers. They even discuss how you need to create a positive attitude or environment towards writing. My students are very reluctant writers and often loudly protest when I assign any written assignment. I get tired of the struggle. Since I teach science, I often limit the writing. I know it is important to practice writing, so should I have students write every day? How could this practice be integrated effectively and efficiently into a science class?

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for this Class
8/28	<ul style="list-style-type: none"> • Course overview • A Historical Perspective • Knowledge and Skills teachers need to be effective literacy instructors • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* • Video: Reading and the Brain 	<ul style="list-style-type: none"> • <i>Put Reading First from the National Institute of Literacy K-3</i> (XV in customized text) • <i>Review: Reading for Virginia Educators (RVE)</i> www.ets.org/praxis/prepare/materials/0306 <i>Test at a Glance</i>
9/4	<ul style="list-style-type: none"> • Language Development • Rules, Forms, and Functions of Language 	DUE: Fox Pretest (you MUST bring your copy of the book in order to complete this and

	<p>(relevant vocabulary)</p> <ul style="list-style-type: none"> • Case Study Overview 	<p>earn the points!)</p> <p><i>Collaborative Learning Question #1 due at start of class.</i></p>
9/11	<ul style="list-style-type: none"> • Language & Literacy in the School Years • Selecting/evaluating text for diverse learner • Text Readability (readability formulas) 	<p>DUE: Fox Part I</p> <p><i>Chapter 2 – Early Literacy</i></p> <p><i>Review Chapter 6 to guide you with the case study project – Obtaining Background Information</i></p> <p><i>Review Chapter 7 Using Informal Reading Inventory for Assessment</i></p> <p>Bring textbook or trade book that your target learner is reading to class.</p>
9/18	<ul style="list-style-type: none"> • Collecting Diagnostic Information • Introduction to Reading Assessments: • Informal Reading Inventory (IRI)* • Running Records*; modeled, demonstrated, guided practice • Analyzing error patterns: Miscue Analysis* 	<p><i>Chapter 6 – Obtaining Background Information</i></p> <p><i>Chapter 7 – Using Informal Reading Inventory for Assessment</i></p> <p>Bring printout of IRI to class</p> <p><i>Collaborative Learning Question #2 due at start of class</i></p>
10/2	<ul style="list-style-type: none"> • Nature and Organization of English orthography • Spelling Assessment (DSA) • Writing Instruction 	<p>DUE: Fox Part II</p> <p><i>Chapter 11 – Developmental Word Knowledge</i></p> <p><i>Chapter 12 – Reading and Writing</i></p> <ul style="list-style-type: none"> • Spelling Presentations <p><i>Collaborative Learning Question #3 due at start of class</i></p>
10/9	<p>NO Face-to-Face Class Meeting: Happy Columbus Day!</p>	<p>Administer assessments for case study</p>
10/16	<ul style="list-style-type: none"> • Explicit Reading Instruction and Early Literacy • Systematic/Explicit Instruction* (I do, we 	<p>DUE: Fox Parts III & IV</p> <p><i>Chapter 1 – Introduction to Systematic, Explicit</i></p>

	do, you do) <ul style="list-style-type: none"> • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* 	<i>Reading Instruction</i> <ul style="list-style-type: none"> • Phonemic Awareness Presentations
10/23	<ul style="list-style-type: none"> • Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)* 	<i>Chapter 3 – Beginning Reading/Early Decoding</i> <i>Chapter 4 – Advanced Word Reading</i> <ul style="list-style-type: none"> • Phonics Presentations
10/30	<ul style="list-style-type: none"> • Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts) 	DUE: Fox Parts V & VI <i>Chapter 9 – Vocabulary Instruction</i> <ul style="list-style-type: none"> • Vocabulary Presentations <i>Collaborative Learning Question #4 due at start of class</i>
11/6	<ul style="list-style-type: none"> • Fluency Instruction* (progress monitoring*) 	DUE: Fox Part VII <i>Chapter 5 – Reading Fluency</i> <ul style="list-style-type: none"> • Fluency Presentations
11/13	<ul style="list-style-type: none"> • Comprehension Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) 	DUE: Fox Posttest <i>Chapter 10 – Comprehension</i> <ul style="list-style-type: none"> • Comprehension Presentations <i>Collaborative Learning Question #5 due at start of class</i>
11/20	NO Face-to-Face Class Meeting: Happy Thanksgiving!	
11/27	<ul style="list-style-type: none"> • Peer Review of Case Studies 	Bring hard copy of your case study (as much as you have completed)
12/4	<ul style="list-style-type: none"> • Review for Final Exam 	DUE: Case Study (Submitted via email no later than 7:20)
12/11	<ul style="list-style-type: none"> • Course Evaluations 	Final Exam: Please be Prompt to class
12/18	NO Face-to-Face Class Meeting	Online Fox Quiz (Complete on Blackboard no later than 7:20 p.m.)

NOTE: This syllabus may change according to class needs.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

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

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/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.