



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

Summer 2013

EDSE 503 683: Language Development and Reading  
CRN: 41781, 3 - Credit(s)

<b>Instructor:</b> Dr. Jodi Duke	<b>Meeting Dates:</b> 05/29/13 - 07/31/13
<b>Phone:</b> 703-993-6555	<b>Meeting Day(s) and Time(s):</b> W 4:30 pm-9:00 pm
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus

**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.

**Course Description**

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

*[Instructors, please revise in accordance with your specific course format]*

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 Office, [internsh@gmu.edu](mailto:internsh@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.

### **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.

### **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. (2011). *Language development & reading*. Boston, MA: Pearson. \*\*\*Customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 0536379505

Fox, B. J. (2013). *Phonics and structural analysis for the teacher of reading* (11<sup>th</sup> edition). Columbus, OH: Prentice Hall.

### Recommended Textbooks

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

### Required Resources

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.nationalreadingpanel.org/publications/researchread.htm> (also available in the customized text).

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation. [http://www.all4ed.org/publication\\_material/reports/reading\\_next](http://www.all4ed.org/publication_material/reports/reading_next)

A version of the Jennings Informal Inventory (IRI) is at this web site: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e). You will need to use an IRI to complete your case study assignment.

**\*\*Starting June 5<sup>th</sup>, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!\*\***

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, <http://www.ttaonline.org> (*Foundations of Language and Typical Language Development*)

## Additional Readings

\*These articles can be found on Blackboard under the “Additional Readings” tab.

Berkeley, S., & Lindstrom, J.H. (2011). Technology for the struggling reader: Free and easily accessible resources. *TEACHING Exceptional Children*, 43(4), 48-55.

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

IRIS Module. *Teaching English language learners: Effective instructional practices*.

<http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33, 30-37. (Posted on Blackboard)

Marcell, B. (2011). Putting fluency on a fitness plan: Building fluency’s meaning making muscles. *The Reading Teacher*, 65(4), 242-249.

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/pubsreports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubsreports/downloads/teachers/rocketsci.pdf)

## Course 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. 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.

## GMU POLICIES AND RESOURCES FOR STUDENTS:

*a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

*b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- 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. [See <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/>].*

## **Course Policies & Expectations**

### **Attendance.**

Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, 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. **Two or more absences will result in no credit for this course.**

**\*NOTE: It is impossible to fully participate in this class while texting, Facebooking, tweeting, grading papers, working on other documents, etc. Please be *fully* present in class☺**

### **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.**

### **Late Work.**

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.**

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Functional Behavior Assessment and Behavior Intervention Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

<b>A</b>	95 – 100 points
<b>A-</b>	90 – 94 points

<b>B</b>	80 – 89 points
<b>C</b>	70-79 points
<b>F</b>	69% and below

## Assignments

### NCATE/TaskStream Assignments.

#### 1. Reading Case Study (35 points)

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

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 sessions with your student varies. 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. 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.
- Placement for this Field Experience/Case Study: This course requires field placement for a case study. For Part II of the Case Study, Signature Assignment you will need to assess the reading of a student with a disability (this will take approximately 3-5 sessions, 20 to 30 minutes each). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for these assignments. Students must document their field experience with the CEHD at the following website: <http://cehd.gmu.edu/endorse/ferf>

<b>Reading Case Study Rubric</b>	
<p>Student Background (and motivation if a concern)</p> <p>a. Collect demographic and background information significant to reading, writing, and language development.</p> <p>b. 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</p>	/5

records).	
<p>Oral Language Development</p> <ul style="list-style-type: none"> <li>a. 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).</li> <li>b. This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul>	/5
<p>Present Levels of Performance for:</p> <ul style="list-style-type: none"> <li>a. Decoding (and phonemic awareness if a concern)</li> <li>b. Fluency</li> <li>c. Comprehension (and vocabulary/strategy use if a concern)</li> <li>d. Spelling</li> <li>e. Writing</li> </ul>	/5
<p>Assessment Administration</p> <p>Correctly administer and accurately score the results of the following assessments:</p> <ul style="list-style-type: none"> <li>a. an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>b. a spelling assessment (DSA to be provided in class)</li> <li>c. Fry readability</li> <li>d. at least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.). <ul style="list-style-type: none"> <li>1. 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.</li> </ul> </li> </ul> <p>Assessment Report</p> <p>Analyze the results and present the findings in a 3-5 page educational report that reports the findings from you assessments. This 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. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.</p> <ul style="list-style-type: none"> <li>a. Provide a general description of each assessment including what kind of information can be obtained from the assessment (2 points)</li> <li>b. Present the results of each assessment including: <ul style="list-style-type: none"> <li>i. reporting of the results for each assessment (a table is often</li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>helpful here), (2 points)</li> <li>ii. an indication of whether this area of reading/writing is an area of concern; and (2 points)</li> <li>iii. a narrative error analysis of student strengths and weaknesses on the assessment given (2 points)</li> <li>c. Write a statement of overall strengths and needs of student (This should be based upon student background information and findings from assessments, including relevant student behavior) (2 points)</li> <li>d. Make recommendations for: <ul style="list-style-type: none"> <li>i. Literacy instruction based on areas of weakness identified from your assessments (2 points)</li> <li>ii. Classroom/testing recommendations (2 points) <ul style="list-style-type: none"> <li>1. Classroom recommendations should be evidence-based and grade/age appropriate</li> </ul> </li> <li>iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. (1 point)</li> <li>iv. 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</li> </ul> </li> </ul>	/15
<p>Written Style</p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals (1 point)</li> <li>▪ Writing is free of spelling and grammar errors (2 points for spelling and 2 for grammar)</li> </ul>	/5
<p>Total</p>	/35

**Common Assignments.**

2. 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 (2013) 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.

<b>Timeline and Points Earned for Completion of the Phonics Self-Instruction Text</b>				
6/5: Pretest & Part I 1 point each	6/19: Part II 1 point	6/26: Parts III & IV 1 point each	7/10: Parts V, VI, VII & VIII 1 point each	7/17: Posttest 1 point each

**\*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.**

3. Fox Quiz (10 points)

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

4. Final Exam (10 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 (formerly called the Virginia Reading Assessment). Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

**Other Assignments.**

5. TTAC Language Modules I and II (20 points)

You will complete **two** online modules for this assignment. You will bring a hardcopy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

To access the modules, you will need to:

1. Go to <http://ttaconline.org>
2. Click on Region 4
3. Click on the online training tab on top far right tab
4. There are two language modules listed (Part I and Part II). **(There is also a Part III but you DO NOT NEED TO DO PART III!!!)**
5. You do need a login to access the module. (There are directions as to how to create an account here. Click on the title of the module and it will explain next steps).

6. **Note:** The modules can only be opened in Adobe Acrobat 9.0 or greater as it includes video and audio. Once inside the module, note the following “buttons” (e.g. pause, volume, etc.) to help navigate through the presentation.

7. Training certificates are awarded upon the successful completion of the Webshop requirements. The certificate may be printed from an online template for the user’s personal records.

7. Regular Attendance & Participation (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, 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, points are deducted for a lack of **digital etiquette** during class sessions.

**GRADING**

1. Self-paced Completion of Fox Text	10 points
2. T/TAC Modules	20 points
3. NCATE/TaskStream Assessment: Case Study	35 points
4. Participation and In-Class Activities	10 points
5. Fox Quiz	10 points
6. Final Exam	15 points
<b>TOTAL</b>	<b>100 POINTS</b>

## Schedule

Date	Class Topic & Reading Assignments	Readings Due for this Class
May 29	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• A Historical Perspective</li> <li>• Knowledge and Skills teachers need to be effective literacy instructors</li> <li>• Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*</li> <li>• <i>In class activity: Video: Reading and the Brain</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Put Reading First from the National Institute of Literacy K-3 (XV in customized text)</i></li> <li>• <i>Review: Reading for Virginia Educators (RVE)</i> <a href="http://www.ets.org/praxis/prepare/materials/0306">www.ets.org/praxis/prepare/materials/0306</a> <i>Test at a Glance</i></li> </ul>
June 5	<ul style="list-style-type: none"> <li>• An Introduction to Systematic, Explicit Reading Instruction</li> <li>• Early Literacy (Concepts of Print, Phonological Awareness and Phonemic Awareness)</li> <li>• Overview of Case Study (NCATE/TaskStream Signature Assignment)</li> <li>• Obtaining Background Information</li> <li>• <i>In class activity: Edelen-Smith (1997)</i></li> </ul>	<p><b>DUE: Fox Pretest and Part I</b> (you MUST bring your copy of the book in order to complete this and earn the points!)</p> <p><b>READ: Chapters 1, 2, 6</b></p>
June 12	<p><b>ONLINE CLASS: NO FACE TO FACE MEETING</b></p> <p>Assignment: T/TAC Oral Language Module Certificates I &amp; II</p> <p><a href="http://ttaconline.org">http://ttaconline.org</a></p> <p>(See instructions above)</p>	
June 19	<ul style="list-style-type: none"> <li>• Beginning Reading/Early Decoding</li> <li>• Advanced Word Reading</li> <li>• Using an Informal Reading Inventory for Assessment</li> <li>• Text Readability (readability formulas)</li> </ul> <p><i>In class activity: Miscue analysis practice and determining text readability</i></p>	<p><b>DUE: Fox Part II</b></p> <p><b>DUE: T/TAC Oral Language Module Certificates</b></p> <p><b>READ: Chapters 3, 4, and 7</b></p> <p>Bring printout of IRI to class</p> <p>Bring textbook or trade book that your target learner is reading to class.</p>
June 26	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Vocabulary</li> </ul>	<p><b>DUE: Fox Parts III &amp; IV</b></p>

	<i>In class activity: Marcell (2011)</i>	<b>READ: Chapter 5 &amp; 9</b>
July 3	NO Face-to-Face Class Meeting: Happy Independence Day!	Administer assessments for case study
July 10	<ul style="list-style-type: none"> <li>• Developmental Word Knowledge (Spelling)</li> <li>• Spelling Assessment (DSA)</li> <li>• Reading &amp; Writing</li> </ul> <i>In class activity: James, Abbott, &amp; Greenwood (2001)</i>	<b>DUE: Fox Parts V, VI, VII &amp; VIII</b> <b>READ: Chapters 11 &amp; 12</b>
July 17	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Review for Final Exam</li> </ul> <i>In class activity: Berkeley &amp; Lindstrom (2011)</i>	<b>DUE: Fox Posttest</b> <b>READ: Chapter 10</b>
July 24	<ul style="list-style-type: none"> <li>• Literacy Instruction for Diverse Populations</li> </ul> <i>In class activity: IRIS Module: Teaching English Language Learners: Effective Instructional Practices</i>	<b>DUE: Fox Quiz via Blackboard (further instructions will be given)</b> <b>READ: Chapter 13</b>
July 31	<ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Course Evaluations</li> </ul>	<b>DUE: Signature Assignment</b>

## Appendix



