



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

Summer 2013

EDSE 503 684: Language Development and Reading
CRN: 41782, 3 - Credit(s)

Instructor: Dr. Suzanne Jimenez	Meeting Dates: 05/30/13 - 07/25/13
Phone: 571-252-1012	Meeting Day(s) and Time(s): R 4:30 pm-9:30 pm
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Office Hours: by appointment	Meeting Location: LCPS Administration 100A

***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

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 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

Language development & reading. Boston, MA: Pearson. ***customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason>

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

Other Reading:

Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. (Posted on Blackboard).

- Chapter 1: *Introduction to Language, Speech & Communications*
- Chapter 2: *Language Development from Infancy through Adolescence*

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, <http://www.ttaonline.org>

- *Foundations of Language*
- *Typical Language Development*

Other readings relevant to special education applications:

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. Intervention in School & Clinic, 33, 103-111.3

Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>

- *Consonants.*
- *Vowels.*

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. The Reading Teacher, 59, 636-644.

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.

Brigham, F., & Brigham, M. (2001). *Current practice alerts: A focus on mnemonic instruction. Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 5.*

Berkeley, S., & Mastropieri, M.A. (2010). *Hotsheet 4: Effective practices for reading comprehension.*

Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children.

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

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

Recommended 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.nifl.gov/partnershipforreading/publications/k-3.html>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy.* New York, NY: Carnegie Cooperation.

<http://www.all4ed.org/publications/ReadingNext/>

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

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at: www.ablongman.com/jennings5e

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 to earn the 10 point class participation grade for each class. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Please notify me in advance by phone or email if you will not be able to attend class

Late Work.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class.

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

95-100% = A

90-94% = A-

85-89% = B

80-84% = B-

70-79% = C

< 70% = F

Assignments

NCATE/TaskStream Assignments.

- Reading Case Study (including Informal Reading Assessment & Developmental Spelling Assessment)

Common Assignments.

- Self-Paced completion of Phonics "Fox" text
- Final Exam

Other Assignments.

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).
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.

2. Fluency Module*

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

3. Spelling Module*

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

4. Phonics Self-Study*

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full**

credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

5. Mid-Term*

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

6. Reading Case Study (Signature Assignment)*

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project 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, and the assignment will be evaluated using the following rubric:

<p>Student Background</p> <p>Collect demographic and background information <u>significant to reading, writing, and language development</u>. 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.)</p>	
<p>Oral Language Development</p> <p>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). This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	
<p>Reading and Writing Development*</p> <p>Correctly administer and accurately score the results of the following assessments: 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).</p>	

<p>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.</p> <p>Analyze the results and present the findings in an educational report that:</p> <p>Provides a general description of each assessment including what kind of information can be obtained from the assessment</p> <p>Presents the results of each assessment including:</p> <ul style="list-style-type: none"> o a reporting of the results for each assessment (a table is often helpful here), o an indication of whether this area of reading/writing is an area of concern; and o a narrative error analysis of student strengths and weaknesses on the assessment given <p>All completed assessment protocols must be attached to the final report</p>	
<p>Summary Statement of <i>overall</i> strengths and needs of student</p> <p>This should be based upon student background information and findings from assessments (including relevant student behavior)</p>	
<p>Recommendations* Make recommendations for literacy instruction based on areas of weakness identified from your assessments</p> <p>Classroom recommendations should be evidence-based and grade/age appropriate</p> <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> <p>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</p> <p>Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</p>	
<p>Style Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</p> <p>Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</p>	
<p>Total Assignment Points</p>	

Reading Case Study Part II: Plan an Intervention, Instruction, and Plan to Monitor

<p>Progress Description of Selected Intervention</p> <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices <p><i>503 Requirement: To earn full points, 503 students must base their interventions on multiple sources of research based practices.</i></p>	/3
<p>Instructional Plan</p> <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write an instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent 	/4
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	/2
<p>Writing Style</p> <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/1
<p>Total</p>	/10

7. Final Presentation*

A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method much be approved by the instructor. The following are required for the assignment: (1) adequate preparation for the presentation, (2) provision of a one-page handout (brochure) to each person in the class, as well as the instructor, and (3) incorporation of a clear link between the identified needs of the student assessed in the case study assignment and the proposed instructional method. Your handout should include the following information:

- A description of the evidence based practice
 - How does it work? What are the steps?
- The purpose of the evidence based practice
 - What is the evidence based practice supposed to help students do better?
- Who benefits from the evidence based practice
 - What type of student does it help? Give examples.
- How easy is the evidence based practice to implement
 - What type of preparation is needed?
- The effectiveness of the practice
 - What is the research support?

The following rubric will be used for grading:

Group Presentation Rubric	
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	/1

Grading:

TTAC Language Modules	5 points
Fluency Online Module (Blackboard)	5 points
Spelling Online Module (Blackboard)	5 points
Phonics Self-study	10 points
Midterm Exam	10 points
Reading Case Study (Signature Assignment)	40 points
Participation, Quizzes and Activities During Class	10 points
Final Presentation	10 points
Final Exam	5 points
Total:	

6. Final Exam

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

Schedule

Date	Class Topic	Reading Assignments & Due Dates
5/30	<ul style="list-style-type: none"> • Course Overview • Oral Language Development • Overview of Case Study (Signature Assignment) Obtaining Background Information	<ul style="list-style-type: none"> • Polloway Chapters 1 & 2 • Custom Text: Put Reading First (xv)
6/6	<ul style="list-style-type: none"> • An Introduction to Systematic, Explicit Reading Instruction • Early Literacy (Concepts of Print & Phonological Awareness, and Phonemic Awareness) 	<ul style="list-style-type: none"> • Chapters 1, 2, 6 • Edelen-Smith (1997) DUE: Background Information Measures
6/13	<ul style="list-style-type: none"> • Beginning Reading/Early Decoding • Advanced Word Reading • Using an Informal Reading Inventory for Assessment 	<ul style="list-style-type: none"> • Chapters 3, 4, & 7 • Reading Rockets podcasts
6/20	<ul style="list-style-type: none"> • Reading Fluency • Informal Assessment: Progress Monitoring 	<ul style="list-style-type: none"> • Chapter 5 & 8 • Hasbrouk & Tindal (2006) DUE: IRI
6/27	<ul style="list-style-type: none"> • Developmental Word Knowledge (spelling) • Reading & Writing Midterm	<ul style="list-style-type: none"> • Chapters 11 & 12 • James, Abbott, & Greenwood (2001) DUE: Fluency Module
7/4	School Holiday	Chapter 9 DUE: Spelling Module
7/11	<ul style="list-style-type: none"> • Group Presentations • Final exam review 	<ul style="list-style-type: none"> • Chapter 9 & 10 • Brigham & Brigham (2001) • Berkeley & Mastropieri (2010) DUE: Phonics Self-Study
7/18	• Online Modules	<ul style="list-style-type: none"> • IRIS Module: Teaching English Language Learners: Effective Instructional Practices • TTAC Language Modules
7/25	• FINAL EXAM	DUE: Signature Assignment

Appendix

The five essential components of reading instruction

The information in this workshop deals with the definition of reading instruction in Virginia. Scientifically-based reading research has identified five essential components of reading instruction. This research demonstrates that students need to master skills in these five interrelated areas in order to become proficient, successful readers. The five areas are Phonemic Awareness, Systematic Phonics, Fluency, Vocabulary Development and Comprehension. There are six webshops, an overview of all five components and a webshop for each individual component.

1: The Five Essential Components of Reading Instruction

Brenda M. Lucas, M.Ed. Region 2 & 3 TTAC at Old Dominion University/b>

The information in this webshop deals with the definition of reading instruction in Virginia. Scientifically-based reading research has identified five essential components of reading instruction. This research demonstrates that students need to master skills in these five interrelated areas in order to become proficient, successful readers. The five areas are Phonemic Awareness, Systematic Phonics, Fluency, Vocabulary Development and Comprehension. This webshop is an overview of all five components. There is a webshop for each individual component.

2: Phonics Fundamentals (Reading)

Pano Kallis, M.Ed. Region 5 TTAC at James Madison University

This webshop is designed to show teachers how to provide basic phonics instruction and to support reading.

At the end of this session, you will be able to: a) identify the foundational skills that are covered in a phonics curriculum. b) assess students' phonics proficiency to identify instructional needs in reading. c) list and implement the key characteristics of quality phonics instruction.

3: Helping Students Become Fluent Readers: In the Classroom, at Home and Beyond

Karen C. Hoover, M.Ed. Region 1 & 8 TTAC at Virginia Commonwealth University/b>

This session will explore the important aspects of fluency as it relates to reading comprehension. Specific activities will be shared that will build fluency as it relates to automaticity, accuracy, and prosody. Assessment options will also be provided.

4: Phonemic Awareness: A powerful predictor of reading success

Laura Beller, M.Ed. Region 2 & 3 TTAC at Old Dominion University

This webshop is designed to allow you to become familiar with phonemic awareness development, assessment and instruction. The guiding questions addressed in this Webshop are: What is Phonemic Awareness? Why is phonemic awareness important? How can phonemic awareness be assessed? What kinds of phonemic awareness instruction will have the greatest impact on my student's learning to read?

5: The Challenge of Reading Comprehension

Laura Beller, M.Ed., Brenda M. Lucas, M.Ed. Region 2&3 TTAC@ Old Dominion University & Nikki Miller, Ed.D Region 4 TTAC@George Mason University

The information in this webshop defines comprehension, one of the five essential components of an effective instructional reading

program and the strategies that can be useful to all readers.

 **6: Building Vocabulary is on Every Teacher's Mind (Reading)**

Tammy Craft, M.S. Region 6 & 7 TTAC at Virginia Tech

This webshop will give information and offer suggestions on ways teachers can help students build vocabulary and improve reading skills.




Oral Language Development: Language Foundations, Part I

Author: Sheri Berkeley

Authors: Meghan Betz & Sheri Berkeley at George Mason University

In the first presentation of the Oral Language Development series, learners will explore the foundations of oral language.


 1: Foundations of Oral Language

Oral Language Development: Typical Development, Part II

Author: Sheri Berkeley

Authors: Meghan Betz & Sheri Berkeley at George Mason University

In the second presentation of the Oral Language Development series, learners will explore typical oral language development.

 1: Typical Development

