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

Spring 2014
EDSE 403 003: Language Development and Reading
CRN: 22136, 3 - Credits

Instructor: Dr. Jennifer O'Looney	**Meeting Dates:** 01/21/14 - 05/14/14
Phone: 703-303-0371 (cell)	**Meeting Day(s):** Thursday
E-Mail: jmagaha@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: By appointment	**Meeting Location:** KA 102

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-requisites: 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

• Complete the online request form and indicate that you need a field placement. IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .

OPTION 2: Arrange for your own placement AND complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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: 1256104574

Fox, B. (2014). *Phonics and Word Study for the teacher of reading* (11th ed.). Boston, MA: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Recommended Textbooks

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

Required Resources
Jennings Informal Inventory (IRI)
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 reading assessment report.

Language Modules Website
During the semester, students will be asked to access 2 online language modules through http://ttaconline.org . The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each module.

Additional 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.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. Retrieved January 12, 2012 from www.all4ed.org/files/ReadingNext.pdf

Other readings relevant to special education applications as assigned by the instructor.

Course Relationships 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 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 RESOURES 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.
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

   Late Work.
All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream. When the format for assignment response includes print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session at which the assignment is due. If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically. **In fairness to students who submit work on time, 5% of the total assignment**

points will be deducted each day from your grade for late assignments. Exceptions must receive prior instructor approval.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, _Informal Reading Assessment & Educational Assessment Report Case Study_ 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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale

A = 100-93%
A- = 92-90%
B = 89-83%
B- =82-80%
C = 70-79%
D=69-63%
D- =62-60%
F = 60% and below

Course Requirements	Total Points
Attendance and Participation (1pt. per class/2pts. For blackboard discussion)	15
Completion of Language Modules	10
Self-Paced Completion of Fox Text	10
Reading Assessment Report	30
Lesson Follow-up	20
Final Presentation	10
Final Exam	5
	100

Assignments
    Performance-based Assessment (TaskStream submission required).

Informal Reading Assessment Administration and Educational Assessment Report – *Due April 3rd* **(30 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. Specific directions and grading rubric will be provided by the instructor.

> 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

Performance-based Common Assignments (No TaskStream submission required).

Self-Paced Completion of Fox Text – Part I *Due March 20th* , Part II *Due May 8th* (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 (2014) 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 of Parts I-V, including the Post-test, must be completed.

Final Exam – *May 8th* (5 points)

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Other Assignments.

Attendance and Participation - *Weekly* **[1 point per class for a total of 13 points plus 2 points for blackboard discussion]**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, Points for class attendance and participation are positively impacted by:
a. attending class and being psychologically available to learn,
b. completing and handing in weekly class assignments,
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,
g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

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.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

TTAC Language Modules I (*Due February 6th*) **and II** (*Due February 13th*)(**10 points**)

We will complete two online modules in class for this assignment. You will print a hardcopy of your certificates of completion and submit these to the instructor for credit. Full credit is earned when evidence of completion of all assigned parts is submitted. 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.

Reading Assessment Mini Lesson Follow Up – *Due April 24th* (10 points)
Following the Reading Assessment Report, students will target case study participant from the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report. A mini lesson will be developed including:

- An IEP goal will be developed for the area of need.
- You will then select an evidence-based reading practice for application in a lesson with this student targeting the IEP goal.
- Provide a short description of the selected reading intervention
- Describe an instructional objective based on this goal for the specific lesson at hand.

Final Presentation- *Due April 24ᵗʰ* (10 points)
Students will complete a final presentation based on a summary of the teaching strategy utilized in their lesson follow-up. Students will prepare a 5-10 minute presentation of the strategy for your classmates according to the following format.
- Describe the context for the strategy including a brief theoretical and research rationale for the strategy.
- Share the IEP goal you developed.
- Briefly describe and demonstrate the strategy (if applicable).
- Provide your classmates a one page description of the strategy. This description should be a guide for someone else who wishes to use the strategy.

Additional directions and grading rubric for this assignment will be provided by the instructor.

Schedule

Date	Class Topic	Readings and Assignments Due This Class
1/23	Introductions Review Syllabus Discuss Field Placement	
1/30	Complete Fox Pretest Historical Perspectives: 5 Domains of Reading Language Development- Rules, Forms, and Functions of Language Overview of Reading Assessment Project	Read Put Reading First (first section in customized text **Bring Fox text to class for Pretest** Make sure to register if needed for Field Placement Read Ch. 2-Early Literacy

2/6	Language Development and Early Literacy in Young Childhood	**Complete and turn in certificate from online language module:** Oral Language Development, Language Foundations Part I http://ttaconline.org You will need to create an account. Module can be found under online training tab. Ch. 3-Beginning Reading
2/13	Early Literacy Continued Collecting Diagnostic Information	**Complete and turn in certificate from online language module:** Oral Language Development, Typical Development Part II http://ttaconline.org Read Ch. 6-Obtaining Background Information Please have identified a student for your case study by this date.
2/20	Introduction to Reading Assessments: Informal/IRI/Running Records/Miscue Analysis	**Bring copy of Jennings to Class** Read Ch. 7- Using an Informal Inventory Read Ch. 8- Informal Assessment
2/27	Introduction to Reading Assessments Continued	**Bring copy of Jennings to Class** Read Ch. 7- Using an Informal Inventory Read Ch. 8- Informal Assessment
3/06	Systematic Instruction and RTI	Read Ch. 1
3/13	**No Class- Spring Break**	
3/20	Advanced Word Reading: Multisyllable & Irregular Words, Structural Analysis Reading Fluency	Read Ch. 4-Advanced Word Reading Read Ch. 5- Reading Fluency **Fox I-III Due**
3/27	Vocabulary Instruction- Assessment	

	and Strategies	Read Ch. 9- Vocabulary Instruction
4/3	Comprehension-Issues and Strategies	Read Ch. 10 **Assessment Report Due**
4/10	Writing Development- Word Knowledge/Spelling/Composition	Read Ch. 11-12
4/17	**No In –Class Meeting**- Blackboard Discussion : Impact of language development on reading of English Language Learners	
4/24	Putting it All Together- Review/Reflection **Final Presentations**	Class Evaluations **Mini Lesson Follow-up Due**
5/8	Final Exam	**Fox VI-VII and Post-Test Due** **All work posted to TaskStream**