



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

Spring 2015

EDSE 403 001: Language Development and Reading

CRN: 16262, 3 - Credits

Instructor: Ms. Meghan Betz	Meeting Dates: 1/20/2015 - 5/13/2015
Phone: (571) 814-0557	Meeting Day(s): Thursdays
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Office Hours: By appointment	Meeting Location: Fairfax-Krug Hall #14

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

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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 401 and EDSE 440

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) 993-3670 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. Presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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, and 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

- Berkeley, S., & Taboada Barber, A. (2014). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore: Brookes Publishing.
- Fox, B. J. (2013). *Phonics and structural analysis for the teacher of reading*. (11th edition). Columbus, OH: Prentice Hall.
- Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading Problems: Assessment and Teaching Strategies*. (7th edition). New York, NY: 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://gmubncollege.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

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at: www.ablongman.com/jennings5e as Appendix C. You need to print out use this IRI to complete the signature assignment.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course. Access Blackboard through MyMason at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 403/503 course

Additional Readings

As assigned.

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 RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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 arrive on time, stay for the duration of class, and participate in our discussions and activities. You can only earn your participation points if you are present and participating! Missing 2 classes will result in a reduction of half a letter grade from your final grade. Missing 3 classes will result in a full letter grade deduction from your final grade. More than 3 absences will result in no credit for this class.

If an emergency arises and a student misses class, it is the student's responsibility to contact the instructor and turn in any assignments due before midnight that same day. Please make arrangements with a colleague (classmate) to collect any handouts and to follow up with about what you missed in class.

Late Work.

For each day an assignment is late, 5% will be deducted. Assignments will not be accepted if they are more than 3 days late.

Communication.

Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. ALL communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about assignments.

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/A+	=	95-100 %
A-	=	90-94 %
B+	=	85-89 %
B	=	83-84 %
B-	=	80-82 %
C+	=	75-79 %
C	=	73-74 %
C-	=	70-72 %
D	=	60-69 %
F	=	< 60 %

Participation	____/10
Reading logs	____/10
Fox Self-Study Completion	____/10
* Reading Case Study	____/35
Language Modules Assignment	____/5
Fluency Module	____/5
Spelling Module	____/5
IRIS Self-Selected	____/5
Mid-Term	____/5
Final	____/5
Presentation	____/5
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Total Points Earned	____/100
*TASKSTREAM SUBMISSION REQUIRED	

Assignments

Performance-based Assessment (TaskStream submission required).

Reading Case Study (TaskStream 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 an electronic copy (posted to TaskStream) should be submitted. PLEASE USE A PSEUDONYM FOR YOUR STUDENT TO PROTECT HIS OR HER PRIVACY!

This assignment is worth 35% of your grade for this course. Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:

Area	Points Possible
<p>Student Background</p> <ul style="list-style-type: none"> • Collect demographic and background information significant to reading, writing, and language development. <ul style="list-style-type: none"> ○ Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 	2.5
<p>Oral Language Development</p> <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> ○ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	2.5
<p>Reading and Writing Development</p> <ul style="list-style-type: none"> • Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ○ An informal reading inventory (download from www.ablongman.com/jennings5e), ○ A spelling assessment, ○ <i>At least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> ▪ For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. • Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ○ Provides a general description of each assessment including what kind of information can be obtained from the assessment ○ Presents the results of each assessment including: <ul style="list-style-type: none"> ▪ A reporting of the results for each assessment (a table is often helpful here), ▪ An indication of whether this area of reading/writing is an area of concern; and ▪ A narrative error analysis of student strengths and weaknesses on the assessment given • All completed assessment protocols must be attached to the final report 	20

<p>503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</p>	
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student • This should be based upon student background information and findings from assessments (including relevant student behavior) 	2
<p>Recommendations</p> <ul style="list-style-type: none"> • Make recommendations for literacy instruction based on areas of weakness identified from your assessments • Classroom recommendations should be evidence-based and grade/age appropriate • Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) • 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. <p>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</p>	6
<p>Style</p> <ul style="list-style-type: none"> • Professional report format that targets multiple audiences: parents, teachers, and other educational professionals • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	2

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

TTAC Language Modules

You will complete a summary sheet of key information presented in the modules. This sheet will be provided for you. **Undergraduate students are required to complete Modules 1 and 2. Graduate students are required to complete Modules 1, 2, and 3.**

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.

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>

Other Assignments.

Mid-Term

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

IRIS Modules

You will complete online modules from the IRIS Center at Vanderbilt University and write a short response. You will choose your modules related to the focus of this course and your student's needs. The instructor will provide three possible modules (but you may choose other modules from the IRIS website with the instructor's pre-approval).

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.**

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.**

Reading Logs

Each week, you will keep a brief log of important information you encountered in your reading. You will turn in these logs at the mid-point and end of the semester. A template will be provided.

Poster Presentation

For your final presentation, you will choose an evidence based teaching method to review and present in class. The teaching method should be 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 must 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

Date	Topics	Assignments/Readings Due
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- What type of preparation is needed?
- The effectiveness of the practice
- What is the research support?
- *Additional directions and grading rubric for this assignment will be provided by the instructor.*

Schedule

1/22/15	Introduction/Course Overview	None
1/29/15	Oral Language Development Populations at Risk for Reading Problems	Read -Berkeley: Chapter 1 -Jennings: Chapter 2 Watch -Blackboard: Oral Language Modules
2/5/15	An Introduction to Systematic, Explicit Reading Instruction	Read -Blackboard: Putting Reading First -Berkeley: Chapter 2 -Jennings: Chapter 1
2/12/15	Early Literacy Review Case Study Assignment -Obtaining background information	Read -Jennings: Chapters 3, 7 DUE Oral Language Module Responses
2/19/15	Beginning Reading Phonics Instruction/Early Decoding Advanced Word Reading	Read -Jennings: Chapter 8 Watch -Reading Rockets Podcast
2/26/15	Using an Informal Reading	Read -Jennings: Chapters 4, 5
3/5/15	Reading Fluency	Read -Jennings: Chapter 9
3/12/15	<i>Spring Break</i>	<i>NO CLASS</i>
3/19/15	*** Mid-Term *** Vocabulary Instruction	Read -Berkeley: Chapter 3 -Jennings: Chapter 10 DUE -Reading logs -Fox Self Study
3/26/15 3/26/15 (continued)	Comprehension	Read -Berkeley: Chapter 4, 5, 6, 7 -Jennings: Chapter 11, 12 DUE Fluency Module

4/2/15	Writing Motivation	Read -Jennings Chapter 13 -Berkeley Chapter 8 DUE Spelling Module
4/9/15	Literacy for Diverse Populations	Read -Jennings: Chapter 14 -TBA
4/16/15	<i>ONLINE CLASS</i>	<i>NO face-to-face class</i> *DUE* -IRIS Modules via Blackboard by Sunday, 4/19/15 Undergraduate students are required to complete <u>1</u> module, graduate students are required to complete <u>2</u> modules.
4/23/15	Review Q &A Peer Editing	*DUE* -Reading log -Case Study Draft
4/30/15	Presentations	*DUE* -Presentations -Case Study Report
5/7/15	Final Exam	Study ☺

Appendix

Presentation Rubric

Description of the evidence based practice <ul style="list-style-type: none"> • Include the SPECIFIC AREA of reading or writing addressed • How does it work? • What are the steps? • How often is the practice implemented? 	(2 points)
Practicality <ul style="list-style-type: none"> • What kind of preparation is needed? 	(2 points)

<ul style="list-style-type: none"> • What kind of training is needed? • How easy is it to implement the practice? 	
How effective is the practice? <ul style="list-style-type: none"> • Empirical studies • Other sources of effectiveness? 	(1 point)