



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

Summer Undergraduate 2015

EDSE 457 N01: Foundations of Language and Literacy for Diverse Learners

CRN: 42560, 3 - Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 5/20/15-7/8/15
Phone:	Meeting Day(s): Wednesdays
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: by Appointment	Meeting Location: Fairfax KH 15

***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

Addresses first and second language acquisition and its application in the various contexts in which children develop. Explores the impact of disability and second language acquisition, and the inter-relationship of speaking, listening, and writing. Includes review of characteristics and etiology of children with language disabilities. Also addresses the diversity of communication styles in families, communities, and cultures. Field experience required.

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) 993-3670 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. Online modules
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:
<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this: <http://cehd.gmu.edu/teacher/clinical-practice/field-experience-tutorial.pptx>.
2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, 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.

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe language development and emergent literacy skills
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Identify and implement a variety of early reading comprehension strategies.
- Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities.

Required Textbooks

Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Copeland, S.R. & Keefe, E.B (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Baltimore: Paul H. Brookes Publishing

Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities*. Corwin

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Erickson & Koppenhaver, *Children w/Disabilities: Reading & Writing the Four-Blocks Way*, Carson-Dellosa Publishing Co

Required Resources

Additional Readings

As assigned

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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 1: Learner Development and Individual Learning Differences, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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 attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time.

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.

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc

Late Work.

All assignments are due on the posted due date in the syllabus. In fairness to students who make the effort to submit their work on time, 5% of the total points for the assignment will be deducted from the assignment each day that it is late. After one week, NO POINTS will be awarded toward the assignment and the assignment will not be accepted. It is not the instructor's responsibility to remind students to submit when work is due. Additionally it is the responsibility of the student to make sure that when work is submitted to Blackboard, it is submitted in the required format (Microsoft word or PPT). PDF's and Notepad will NOT be accepted.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Literacy Case Study Project* 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

95 –100% = A

90 – 94% = A-

84 – 89% = B

80 – 84% = B-

74 – 79% = C

70-74 % = C-

65-70% = D

60-65% - D-

< 60 % = F

Assignments

Performance-based Assessment (TaskStream submission required).

1. **Literacy Case Study 100 points** - This is a signature assignment for our program: Using actual observations of a target student, readings from class, class lectures, and your weekly reflections and PPTs, describe your target student and their literacy history and develop a literacy plan. Write up this case study in an 8-10 page paper (minimum) using APA formatting and referencing. On the last night of class, you will present Part II The literacy plan in a final PPT presentation. **This assignment must be uploaded to Blackboard and to Taskstream.**

The case study should specifically address each major component from lectures and readings. These include:

Part One: Literacy History

- a. Literacy experience and FAPE- barriers to literacy for your student and the impact of literacy/lack of access to literacy and literacy instruction on your student's life and educational history (5 pts.)
- b. Literacy and communication - the relationship between literacy and communication and how this has impacted your student's life. (5 pts.)
- c. A summary of your student's literacy skills using the literacy assessment framework. (5 pts.)

Part Two: Literacy Plan

- a. Identify a range of literacy activities you will put in place in your classroom and for your student for the next school year. (25 pts.) Use the three components described by Browder:
 - i. Access/engagement with a range of literature (include titles of the some of the texts you will introduce/use)
 - ii. Functional reading/writing within chronologically age appropriate functional activities
 - iii. Instruction in reading and writing skills - potential vocabulary to be taught, and how you will address phonological awareness and phonics, comprehension and fluency, and writing
- b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. (20 pts.)
- c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP. (10 pts.)
- d. AT- What assistive technologies will you incorporate into your literacy instruction for your student? (10 pts.)

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

There are no common assignments

Other Assignments.

On-line learning modules (100 points) –

There will be a total of four (4) on-line learning modules related to course topics. These will be reading-intensive assignments with a writing/discussion component. Each will be worth up to 25 points each. Submissions will show strong evidence of comprehension and application of key concepts contained in each set of readings, as well as integration with other skills and concepts gained across the course. Directions will be posted in Blackboard each week. These modules comprise the online portion of this hybrid course and are intended to represent a class period.

Lesson Plans: Five lesson plans at 20 points each for a total of 100 points possible

As we cover the 4 blocks of writing you will be asked to turn in 1 – 2 lesson plans per block. Each lesson plan is worth 20 points. Each lesson plan has a different due date.

Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab.

In-Class Activities (50 points possible)

During some class sessions, we will have an in-class activity or writing assignment for which you will be awarded points contributing to your final grade. There will be a total of 5 activities.

Each activity is worth 10 points. If you are not present in class when the in-class activity is completed, your grade for that day's activity will be 0. In-class activities **cannot be made up.**

PPT Presentation and Write up: 50 points possible

After you have written your case study, you will create a PPT on which you will highlight the following:

1. Description of your student – 1 slide
2. Literacy History/ current level – 1 slide
3. Your literacy plan (an outline including the goal) – 1 slide
4. Your rationale for the plan 1 - slide

Your PPT will be uploaded onto BB and is worth 35 points.

During the final class session, you will have time to view your fellow students' PPTs and you will fill out a "what I learned" form detailing what you personally learned from the five (5) of your classmates PPTS. You will complete the form electronically and submit a copy via BB upload link. The completed "what I learned" form is worth 15 points.

Schedule

See last page of syllabus

Appendix

Tentative Schedule

Date	Topic	Assignments due by class time on this date	Readings These should be completed prior to class.
5/20	Course overview Why literacy?	none	none
5/27	Four Blocks overview – guided reading;	-Module 1 completed	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 1 & 6 • Downing ch 1 • <i>Cunningham, Hall & Sigmon</i> Overview, Guided Reading
6/3	Sight words & vocabulary – working with words	-Guided reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 4, 5 & 7 • <i>Cunningham, Hall & Sigmon</i> Working with Words •
6/10	Phonics – working with words	-Module 2 due -Sight word lesson plan due	<ul style="list-style-type: none"> • Downing chapter 4 • <i>Copeland & Keefe</i> Chapter 9
6/17	Writing	Phonics lesson plan due	<ul style="list-style-type: none"> • <i>Article: The art of Teaching Writing</i> • <i>Copeland & Keefe</i> chapter 8 • <i>Cunningham, Hall & Sigmon</i> Writing
6/24	Self-selected reading and communication	-Module 3 due -Writing lesson plan due	<ul style="list-style-type: none"> • <i>Cunningham, Hall & Sigmon</i> Overview, self-selected reading • <i>Copeland & Keefe</i> chapter 3 • Downing chapter 2,6
7/1	Literacy across the day/ organizing your literacy instruction	-Module 4 due -Self-selected reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 2 • Downing chapter 3 & 5 • <i>Copeland & Keefe</i> chapter 10,11
7/8	Case study presentations & final notes on literacy	Case study due	

