



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

Summer 2015

EDSE 628 A01: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 41096, 3 - Credits

Instructor: Dr. Meghan Cosier	Meeting Dates: 5/18/2015 - 6/20/2015
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Office Hours: By Appointment	Meeting Location: Fairfax PLANET 224

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

Applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

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. 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. 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.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. 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 elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- Identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- Identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;

- Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

Required Textbooks

Vaughn, S., & Bos, C. S. (2015). *Strategies fo Teaching Students with Learning and Behavior Problems (9th ed.)*. Boston, MA: Pearson.

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

Janney, R., & Snell, M. (2013). *Modifying schoolwork (3rd ed.)*. Baltimore, MD: Brookes.

Required Resources

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

_Use of online resource materials from the IRIS Center:

<http://iris.peabody.vanderbilt.edu/irisresource-locator>

_Use of online resources on Thinking Maps including

<http://www.thinkingmaps.org/official/index.html>

Use of online video from Dr. Lydia Soifer:

<https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen>

https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata

_ Student identified articles from education journals that summarize evidence-based or scientifically-based practices.

_ Additional required resources are assigned as necessary, as per instructor discretion.

Additional Readings

See the suggested resources for assignment support in the section that describes the course major learning activities (under the bolded header **Assignments**).

Peer-Reviewed Journal Readings

_ You will be accessing peer-reviewed journal articles as part of the Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas.

Online Reading

_ Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as “Favorites” for your use in this class, as well as professional reference. The sites we will use are:

_ <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> Virginia SOL website

_ http://www.teachingld.org/ld_resources/alerts/default.htm#social Discusses Social Skills Instruction

_ http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”

_ http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

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 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning.

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.

If there is an emergency that affects your attendance, please inform the professor outside of class. Lateness to class will result in point deductions. Attendance means coming to class on time, staying until the end of class, and actively participating in discussion. It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed.

Two late arrivals or early departures of 20 minutes or more will constitute a single class absence. More than two class absences or the equivalent will result in automatic grade deduction and possible failure of the course.

Late Work.

It is expected that all assignments will be turned in **before class** on the date they are due (see course outline for due dates). Thus, all assignments are due by 6:59 PM on the due date listed. **All assignments must be submitted via Blackboard. A 10% deduction per day will applied for all late assignments.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) (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

(Based on Percent Calculated from Total Possible Points)

A	95 – 100	B	84 – 86	C	75 - 76
A-	90 – 94	B-	80 – 83	F	Below 75
B+	87 – 89	C+	77 – 79		

Assessment of Course Requirements:

Requirements of this course include readings from your textbook, professional journal articles, and websites, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities in the academic curriculum.

The common course assignment for this course is the Strategy Application Written assignment that will assist you in learning more about research-based instructional practices for working with students with mild disabilities, including academic, self-regulatory, and motivation

strategies. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (6:59PM). Assignments that are not submitted at the appropriate time *are late*. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. We will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments that can be submitted electronically:

- MCosierLrnVis – Learning Visual**
- MCosierUnPlan – Unit Plan**
- MCosierLessDemo – Lesson Plan Demonstration**
- MCosierStratAppWrit – Strategy Application Written Assignment**
- MCosierStratNote – Strategy Notebook**
- Summary of Major Learning Activities / Points**

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
Attendance & Participation (2 pts. Per class meeting)	/ 28
Strategy Application Written Assignment	/40
CSI Research Review and Presentation (15 points)	/15
Response to Resources (20 points)	/20
Chapter Quizzes (5@5 points each)	/25
Total # of points earned	/128

Assignments

Performance-based Assessment (TaskStream submission required).

There are no NCATE/Taskstream Assignments for this course.

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

I. Common Assignment: Strategy Application Project (40 points)

The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections. The EDSE 628 student designs, implements, collects data, and analyzes research. The focus of the research is *teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student* (student self-direction in use of the learning strategy).

The strategy must be a research validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), mathematics, science, or social studies. This may include strategies for vocabulary development or memory or metacognition *as specifically applied to mastering content in elementary level reading, language arts, mathematics, science, or social studies.* The strategy is appropriate for use with students working at the elementary level and employs the Self-Regulated Strategy Development process for teaching a strategy to a student and monitoring student progress. The EDSE 628 student uses curriculum-based measure (CBM) to record the student subject's progress. The study is conducted during current semester.

NOTE: The strategy used in the EDSE 628 project may *not* be one to improve student behavior. Additionally, curriculum-based measurement (CBM) is used to monitor the progress of the student subject of the project and as such, CBM is *not* the focus strategy of the project.

To achieve these standards through the Common Assignment, EDSE 628 student:

- Finds in (a) professional publication(s) at least one *research article* that focuses on implementation of a specific *evidence-based, scientifically-based, or research-based strategy* that elementary students with mild disabilities use to guide their learning;
- Reads the article(s) with the purpose of comprehending, then implementing use of the strategy (teaching the strategy to a student, who then, through guided and independent practice, uses the strategy to master academic content);
- Cites research from others (at least 2 additional sources) that verifies the importance of why is content mastery of the skill important;
- Discusses *how* the strategy supports this content mastery;
- Describes implementation considerations and accommodations that may be made to assist students with mild disabilities in using the strategy;
- Describes the student subject and discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy;
- Collects baseline data prior to strategy instruction;
- Implements the strategy with (a) student(s), using the Self-Regulated Strategy Development (SRSD) model, in 4 (at a minimum) to 6 instructional sessions of approximately 20-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies *appropriately* according to the student subject and the strategy.);

- Collects and analyzes data on student progress;
 - Makes recommendations for further instruction of the student subject in the focus area;
 - Reflects on what the researcher (you, the EDSE 628 student) learned through the assignment.
- Additional detail is provided below and through the assessment matrix for the assignment.

If you have difficulty finding a K-12 student for this assignment, GMU's Clinical Practice Specialist Comfort Uanserume (cuanseru@gmu.edu) can assist in placing GMU students at school sites; **however, you MUST register with the Clinical Practice Office (formerly the Field Experience Office) at <https://cehd.gmu.edu/endorse/ferf> to request placement with a student no later than May 21, 2015.**

GMU is required to track where self-placed students will complete their field experiences. Consequently, **each EDSE 628 student must access <https://cehd.gmu.edu/endorse/ferf> and complete the information requested** (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster). **The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Application Project study) is May 28, 2015.**

The Strategy Application Project assignment results in the Common Assignment artifact, a research paper presented in APA format in which the student:

- Creates an abstract of the EDSE 628 student's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the strategy application project research (not the research on which the project is based). An abstract includes 4 components:
 - The main objective and rationale of the project (which strategy is being used to achieve what academic purpose for which student subject).
 - A brief statement about the student subject and summary of the methods used to accomplish the objective (implementation conditions and timeframe; use of the SRSD model for instruction; data collection method).
 - The project's results.
 - Conclusions about the implications of the project.
- Introduces the academic area of focus. This includes statements verified by citing professional sources. The discussion emphasizes:
 - The effect exceptional conditions can have on learning in the content area, and
 - The significance/relevance of the strategy to instruction of students with mild disabilities.
- Introduces a specific strategy (name; purpose) and supports its use through research citations and discussing:
 - The theory/concepts underlying the strategy.
 - The efficacy of using this strategy as an intervention to assist SWD in mastering the targeted academic content.
 - Guiding questions to answer in this section: Why is the strategy an appropriate instructional intervention? Why does it work (based on what we know about learning)? What research is there to support use of this strategy?
- Describes the intervention strategy in detail, noting critical features, including:

- The intended outcomes (*explicitly* what a student who uses the strategy accomplishes);
 - The conditions and materials needed to successfully teach the strategy, including tips for implementation; and
 - *Specific, detailed steps* of the strategy. These sequenced steps are presented in a numbered list that acts as a task scaffold for someone who wishes to use the strategy.
- E. Recommends accommodations for using this strategy with different student populations (e.g., age; disability; cultural background; interests).
- F. Describes the EDSE 628 researcher's study's conditions by discussing:
- The curriculum content and VA SOL (precise number and wording) to which the strategy is applied.
 - Demographic/background information about the student subject that is relevant to understanding his/her learning needs related to the focus area of the study.
 - A rationale for why the strategy is appropriate for the student participant; that is, implications of the intervention's use for *this* student subject in his/her efforts to master the academic content addressed in the study.
 - Accommodations made *for this student*, with rationale or discussion of why such are needed or a statement that accommodations, for the student subject, are not needed.
 - The specific setting, procedures/methods, and timeframe that were used to implement the study.
- G. Provides *details on how each step of the SRSD model was followed* to implement the project, displayed in table format (template provided). The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 researcher to carry out with the student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the discrete actions and materials used in a numbered list.
- The baseline data is collected for 3 trials.
 - The student subject's practice/application of the strategy occurs over 4-6 sessions. (Sessions spent to introduce, discuss, and model the strategy do not count toward the total sessions in which the student subject applies the steps of the strategy, which must be no fewer than 5. For most strategies, practice sessions will not exceed one per day.)
 - The post-assessment data is collected at the conclusion of the 4-6 instructional sessions.
- H. Presents, analyzes, and discusses the findings, citing specific evidence. The discussion includes:
- An appropriate *CBM* data display (graph) and, if appropriate, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment, refer to resources in the CBM folder in the class Bb site Additional Resources folder.)
 - Evaluation of the effectiveness, including:
 - How these results compared to expectations based on the research article and
 - Consideration of influencing factors, such as the suitability of the study's duration (number of sessions implemented over time frame).

- I. States recommendations for further instruction of the student subject, including additional uses of the strategy and next instructional steps.
- J. Reflects on the relevance of the project to personal professional growth. What knowledge and insights did you gain from this experience?
- K. Provides a list of references.
- L. Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation and samples (evidence) of student work that show application of the strategy.

The organization of the paper should be logical and promote “flow” for the reader. The EDSE 628 student researcher is expected to communicate with clarity, precision, and engagement. The project paper should reflect graduate school level conception and execution and use current APA format throughout the paper and in the reference list.

The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

Abstract (item A; An abstract is printed on its own page, separate from the start of the paper.)

Section I: Introduction (item B)

Section II: The Strategy (items C, D, E)

Section III: Study Implementation (items F, G)

Section IV: Results & Recommendations (items H, I)

Section V: Personal Professional Connections (item J)

References (item K)

Appendix/appendices (item L)

Drafts of the project will be shared with peers for review and feedback in three phases.

- Phase 1 addresses project information for items A – E above and includes bringing in the reference sources that verify the strategy’s effectiveness and steps.
- Phase 2 includes project information for items F and a rough plan for item G.
- Phase 3 focuses on items H – L.

This peer review requirement signifies that classmates take responsibility for helping each other prepare well-written, complete projects. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written project meets graduate level writing standards.

Other Assignments.

Major Learning Activities: Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Common Assignment may, *with prior professor approval*, substitute these for a required activity and/or format.

I. Attendance and Participation (28 points)

Credit for attendance and participation is achieved through active, thoughtful, deliberate contribution to and completion of all course activities (both in and outside of class meeting time),

conducting oneself professionally, and treating all respectfully. If a student is not present, participation points for that class session are *not* earned/awarded but all assignments are due as per the course calendar. See Course Policies & Expectations for related information and further discussion.

A. Attendance includes:

- Promptness (getting to class and back from breaks on time) and
- Being present for the full duration of class.

B. Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared—i.e., having completed the required assignments.

Participation considers the student’s professional dispositions and level of engagement in class activities and includes but is not limited to:

- Contributing thoughtfully and fully to class activities and discussions;
- Listening to the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
- Demonstrating enthusiasm for learning;
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- Facilitating group work;
- Self-assessing course work; and
- Writing a class session “take away”—a *substantive* personal learning connection made in that class session—a statement that describes something that was meaningful to you as an educator with an explanation of *why*—not just a recitation/report without sharing the reflective, thoughtful insight gained.

II. Quizzes (25 points)

The course includes 5 quizzes related to the readings. The purposes of the quizzes are to:

- guide reading
- assist in review of chapter Learning Outcomes (stated at the beginning of each chapter)
- highlight for the student areas of overall mastery of chapter concepts, and
- identify those concepts needing further study and review.

Quizzes are taken via BB and are due before class on the date indicated on the schedule.

III. Responses to Resources (10 points each @ 20 points)

The student records 2 brief “take away” statements for each of the weekly assignment resources as per the course calendar and assessment matrix or submits a response as per specific assignment requirements. Many of the resources are IRIS modules. While the student is expected to work through all pages in each IRIS module (except as noted in the assignments on the course calendar) and to come to class prepared to discuss and apply module content, it is not necessary to write responses to the Initial Thoughts and Assessment prompts. Others resources to which responses are required are video presentations or additional readings.

IV. Cognitive Strategy Instruction Research Review and Presentations (15 points: Paper =10 points; Presentation = 5 points)

Each student locates and analyzes an article from an education journal that summarizes an evidence-based, scientifically-based, or research-based strategy that appropriately can be *applied by students* with disabilities who access the general curriculum to aid in mastering elementary level *academic* content.

The research review assignment may be incorporated into to the EDSE 628 Common Assignment, the Strategy Application Project; therefore, it highly is recommended that the EDSE 628 student focus on a strategy that may be used in the Strategy Application Project.

Each student identifies an article that discusses how a strategy successfully is used by students to learn a specific skill within a content area. Articles must come from professional journals/publications. The focus of the article must be a research validated strategy that can be used by students with mild disabilities (ED, LD, and/or, ID) to master elementary level content. For assistance in selecting research articles, contact:

- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116.
- Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

If you have questions about the appropriateness of a learning strategy and/or of an article, contact the professor prior to submitting your review.

For the research review the student uses a preset template to prepare a summary for submission to the professor that includes:

- The strategy name (e.g., Read, Answer, Mark [RAM])
- The article citation in APA format (include a URL if relevant)
- The academic focus (e.g., reading)
- The specific skill (e.g., self-questioning while reading expository text)
- The student audience for whom the strategy is appropriate (e.g., students in grades 3-12)
- A description of the importance of the strategy for mastery of academic content. This includes 2 additional supporting citations in addition to the selected article.
- A description of the specific sequenced strategy steps. As appropriate, submit with the research review a sample of a tool/aid used when applying the strategy.
- A brief discussion of considerations for using the strategy, including implementation tips and possible accommodations for differing student populations.

The research review must be of sufficient written quality (written expression/content and mechanics; proper citations).

Presentation: Students are then asked to present this research review via short 5-10 minute presentation that summarizes the points above.

Assessment Matrices

The professor will share in class and on Blackboard the specific assessment matrices for each of the major learning activities. The matrices provide specific information on how assignments will be evaluated and as such are considered extensions of this syllabus. Additionally, the matrices are used to support self-assessment and for the EDSE 628 student and professor to monitor and record progress. The assessment matrices will be distributed to course participants under separate cover.

Schedule

Tentative Course Schedule

Date	Topic	Readings (Please read prior to class)	Assignments Due
5/18	Introduction to the Course <input type="checkbox"/> Review syllabus, text, and Blackboard <input type="checkbox"/> Overview of expectations/assignments <input type="checkbox"/> What are evidence-based practices? <input type="checkbox"/> Article Selection <input type="checkbox"/> All means all		
5/20	Approaches to Learning and Teaching <input type="checkbox"/> Direct Instruction/Explicit Instruction* <input type="checkbox"/> Cognitive Strategy Instruction* <input type="checkbox"/> Scaffolding & Modeling*	Read Chapter 1 (Monitoring and Teaching for Understanding) & 2 (Approaches to Learning and Teaching)	<ul style="list-style-type: none"> • Complete the IRIS module SRSD: Using Learning Strategies; use the SRSD Lesson Guide (on Bb) to assist your reading. • http://iris.peabody.vanderbilt.edu/module/srs/ • Complete 4 brief “take away” statements with descriptions (1-2 pages)
5/22	Oral Language & Cooperative Learning Methods <input type="checkbox"/> Guided Feedback* <input type="checkbox"/> Peer Tutoring* <input type="checkbox"/> Peer Assisted Learning Strategies <input type="checkbox"/> Cooperative Learning	Read Chapter 6 (Assessing and Teaching Oral Language)	Complete Evidenced Based Practice IRIS Module (Part 1) http://iris.peabody.vanderbilt.edu/module/ebp_01/ Complete 4 brief “take

	Strategies *Strategy Application Written Assignment Article Due		away” statements with descriptions (1-2 pages)
5/25	Memorial Day NO Class		
5/27	Literacy Part I: <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Word Recognition- Mnemonics*, Guided Feedback* <input type="checkbox"/> Attention and Memory	Read Chapter 7 (Assessing and Teaching Reading)	Quiz 1-Chapter 7
5/29	Writing/Self-Regulated Strategies	Read Chapter 9 (Assessing and Teaching Writing and Spelling) pages 275-295	Quiz 2: Chapter 9 pp. 275-295
6/1	Literacy Part II <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension -Reading Comprehension -Graphic Organizers* -Questioning Strategy Instruction* -Collaborative Strategic Reading* -Content Enhancements* -Semantic Maps*	Read Chapter 8 (Assessing and Teaching Reading)	
6/3	Writing and Spelling <input type="checkbox"/> Universal Design for Learning <input type="checkbox"/> Computer Assisted Instruction* <input type="checkbox"/> Spelling Instruction <input type="checkbox"/> Bring Your Own Device (BYOD)- Bring your laptop or smart device to class for an in class activity	Read Chapter 9 (Assessing and Teaching Writing and Spelling) pages 296-304	Quiz 3: Chapter 8
6/5	Content Area Instruction <input type="checkbox"/> Content Enhancements*	Read Chapter 10 (Assessing and Teaching Content Area Learning and Vocabulary)	Quiz 4: Chapter 10

	<input type="checkbox"/> Vocabulary Instruction* <input type="checkbox"/> Study Skills <input type="checkbox"/> Executive Functioning Skills		
6/8	Mathematics <input type="checkbox"/> Principles of math instruction; NCTM <input type="checkbox"/> Math materials and manipulatives <input type="checkbox"/> Concrete Representational-Abstract (CRA)* <input type="checkbox"/> Schema-based instruction (SBI)* <input type="checkbox"/> Cognitive Strategy instruction (CSI)*	Read Chapter 11 (Assessing and Teaching Mathematics)	Quiz 5: Chapter 11
6/10	CSI Presentations		CSI Presentations
6/12	Classroom & Behavior Management <input type="checkbox"/> Selfregulatory strategies* <input type="checkbox"/> Social Skills <input type="checkbox"/> Positive Behavioral Support <input type="checkbox"/> Classroom Management Strategies <input type="checkbox"/> Peer Mediation <input type="checkbox"/> FBA/BIP <input type="checkbox"/> Coteaching and Communication	Read Chapter 4 (Managing Behavior) & 5 (Coteaching and Collaborating)	
6/15	Peer Review of Strategy Paper		Bring your strategy paper for peer review
6/17	Response to Intervention <input type="checkbox"/> Universal Screening <input type="checkbox"/> Multi-Tier system of supports Strategy Application Paper presentations	Read Chapter 3 (Response to Intervention and Multi-Tier System of Supports)	Strategy Application Written Assignment Due Strategy Application Paper presentations
6/19	Strategy Application Paper presentations		Strategy Application Paper presentations

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