



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

Spring 2016

EDSE 503 628: Language Development and Reading

CRN: 18464, 3 - Credits

Fairfax Cohort 37

<b>Professor:</b> Dr. Sheryl Asen	<b>Meeting Dates:</b> 03/16/16 - 05/18/16
<b>Phone:</b> o703-993-5448; c802-595-9663	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> sasen@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm-9:30 pm
<b>Office Hours:</b> by appointment (206a Finley)	<b>Meeting Location:</b> Fairfax HS rm. C124
<p>"The beautiful thing about learning is that no one can take it away from you." ~ B.B. King</p> <p>"I have always imagined that paradise will be a kind of library." ~Jorge Luis Borges</p> <p>"Once you have learned to read, you will be forever free." ~Frederick Douglass</p> <p>"Oh, magic hour, when a child first knows she can read printed words!" ~Betty Smith, <i>A Tree Grows in Brooklyn</i> (1943)</p> <p>"Never trust anyone who has not brought a book with them." ~Lemony Snicket</p> <p>"There is more treasure in books than in all the pirate's loot in <i>Treasure Island</i>." ~Walt Disney</p> <p>"A book is a gift you can open again and again." ~Garrison Keillor</p> <p>"I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. ~Anna Quindlen</p> <p>"To read without reflecting is like eating without digesting. ~Edmund Burke</p> <p>"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." ~Chinese proverb</p> <p>"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes</p> <p>Docendo discimus. (By teaching, we learn.)</p> <p>"Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read." ~Groucho Marx</p>	
<p>The open window for <b>registering with the Clinical Practice Office</b> the student subject for the NCATE assignment is through <b>April 1, 2016</b>. <a href="https://cehd.gmu.edu/endorse/ferf">https://cehd.gmu.edu/endorse/ferf</a>. It is assumed that cohort students will <b>not</b> need placement assistance. For information and assistance on registration contact <a href="mailto:fieldexp@gmu.edu">fieldexp@gmu.edu</a>.</p>	

**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.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard; and
9. Reflection and self-assessment.

### **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.

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.

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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](mailto: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 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**

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies*, 7<sup>th</sup> edition, Pearson, ISBN 9780132837804

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1<sup>st</sup> edition, Brookes Publishing, ISBN 9781598573060

Fox, B.J. (2014). *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student will need to purchase a hard copy.)

### **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**

American Psychological Association (2009). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: Author.

### **Required and Recommended Resources and Additional Readings**

- Recommended resources are available on the course Blackboard site.
- Some required readings are To Be Determined (TBD), depending on class and team assignments.
- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015”.
- For further information on effective presentations and tips, go to:  
<http://seggleston.com/1/business/key-steps>  
<http://go.owu.edu/~dapeople/ggpresnt.html>  
<http://www.auburn.edu/~burnsma/oralpres.html>  
<http://www.effectivemeetings.com/presenting/delivery/taboo.asp>  
[http://www.presentationmagazine.com/Essential\\_Presentation\\_skills.htm](http://www.presentationmagazine.com/Essential_Presentation_skills.htm)  
[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.htm](http://www.timetomarket.co.uk/presentation-skills-tips_November.htm)  
<http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session>
- For information on effective use of slideshow/PowerPoint presentations, go to:  
<http://mason.gmu.edu/~montecin/powerpoint.html>  
<http://wmich.edu/writing/readability>

<http://www.garreynolds.com/preso-tips/design/>  
[http://www.ellenfinkelstein.com/powerpoint\\_tips.html](http://www.ellenfinkelstein.com/powerpoint_tips.html)  
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>  
<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>  
[http://www.utexas.edu/lbj/21cp/syllabus/powerpoint\\_tips2.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm)  
[http://www.utexas.edu/lbj/21cp/syllabus/powerpoint\\_tips.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm)  
<http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf>

- Recommended books on educational presentations:
  - Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.
  - Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.
- Additional readings may be assigned by the professor.

### **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 1: Learner development and individual learning differences; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

### **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 George Mason University Disability Services and inform their instructor, in writing, as soon as

possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Students also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

- Students, to receive participation credit for a class session, are expected to be in attendance , exhibit professional dispositions, and ***come to class fully prepared (all assignments completed and submitted)***. Attendance includes:

- (a) Arriving on time, including back from break(s),
- (b) Staying in the classroom/activity area for the duration of the class time,
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
- (e) Demonstrating professional behavior. The George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (<http://cehd.gmu.edu/teacher/professional-disposition>).

- Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a graduate candidate.

- (a) Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision.

- (b) Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain and discuss with cohort colleagues class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

- (c) All students are **granted one full or partial class session absence**; however, all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week) and class session participation points are not awarded if a student has not attended class or misses more than one (1) hour.

- (d) A second absence will result in the final grade dropping by 5 points.

- (e) Two absences (including the granted absence—i.e., one absence in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

- (f) Face-to-face class session cancellations are not counted as an absence; however failure to complete by the next class session all the substitute assignments is counted as an absence.

- (g) ***If there are extreme extenuating circumstances resulting in more than one absence and/or in coming to class late or leaving early, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of the impacted class session(s).*** In general, extenuating circumstances involve a serious health situation (self; immediate family member). Please discuss with the professor extenuating circumstances surrounding job responsibilities.

#### *Late Work.*

An assignment is considered late if it is not submitted as outlined below.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard ***and bringing a print copy of each assignment to class on the due date.*** The posting of work to Blackboard is due no later than 5:00 p.m. the day it is due.

- The final copy of the course common assessment, the EDSE 503 Reading Case Study assignment, is due no later than 5:00 p.m. the last day of class ***both on TK20/Blackboard and in print/hard copy.***



- Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.
  
- When the format for assignment response includes print/hard copy, students must make every effort to ***bring to class a print/hard copy***, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the professor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the EDSE 503 Reading Case Study assignment, which ***must*** be submitted on time in print as well as electronically (see above).
  
- For late submissions of assignments:
  - (a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
  - (b) The earlier date that the assignment was received by the professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received.
  - (c) The assignment will not be considered completed until the work is posted to Blackboard ***and*** handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
  - (d) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule.

#### Other Considerations.

- A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the EDSE 503 Reading Case Study assignment, also receive an evaluation in TK20/Blackboard of “DOES NOT MEET EXPECTATIONS.”
  
- A student who verifies extenuating circumstances must make arrangements through the professor *no later than 7 calendar days prior to the last day of class* for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade. Any exams must be taken no later than the last class.
  
- Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for formal assignment written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the

Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.

- Oral Language: Use “person-first language” in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional Disabilities”) in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- ***Your George Mason University email address and the professor’s George Mason University 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. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your George Mason University account. Please make sure your ***George Mason University email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.*** Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>. It is your responsibility to communicate with the professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: [http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/). This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).

- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Informal Reading Assessment & Educational Assessment Report Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through

Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### Grading Scale

90 – 100 points = A	Attendance, preparation, and professionally relevant, active participation that demonstrates proper educator and graduate student dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.
86 – 89 points = B+	
80 – 85 points = B	
70 – 79 points = C	
< 70 points = F	

Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade.

### Assignments

#### Performance-based Assessment (TK20 submission required).

The Council for the Accreditation of Educator Preparation (CAEP) Assessment assignment for EDSE 503 is a Reading Case Study. This assignment is standard to all sections of EDSE 503. It requires you to select a *student with a mild disability* with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

Components of the assignment include:

- Providing demographic and background information on the student subject,
- Administering at least 3 assessments (2 of which must be the Jennings Informal Reading Inventory and the Developmental Spelling Assessment, the results of which are used to determine appropriate additional assessments), and
- Composing an assessment report.

Details about the CAEP Assessment assignment are shared in the syllabus section, “Major Learning Activities” (provided under separate cover).

**Note:** A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and also receive an evaluation of “DOES NOT MEET EXPECTATIONS” entered for the artifact in the TK20 evaluation.

#### Performance-based Common Assignments (No TK20 submission required).

- Required completion of phonics text ("Fox") and post-test
  - Required completion of final online (computer-based) exam. **Note:** Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade.
- Details about the EDSE 503 common assignments (required in all sections of EDSE 503) are shared in the syllabus section, “Other Assignments” (below).

## **Other Assignments.**

### **I. Attendance and Participation (8% of final grade)**

- Attendance includes:
  - Promptness (getting to class and back from breaks on time) and
  - Being present for the full duration of class.
- 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:
  - Preparing in advance for the session by completing assigned work;
  - 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”: based on material in that class session, a personal learning connection, including WHY that connection is relevant to you (written at the end of class on the participation assessment matrix).

**NOTE:** Taking the final exam during the last class session is required and points are earned for the exam; therefore, a point is not awarded for attendance at the last class.

### **II. Questions to Guide Reading (7% of final grade)**

For each of 7 presentations by classmates based on the course readings, students use the questions prepared by presentation teams to guide reading. Students bring to class the questions (answered/prompts completed) for use in the presentation and for later review.

### **III. Topic Presentation (20% of final grade)**

All students in the course are responsible for reading the course materials according to the course schedule. Additionally, each student participates in a group presentation focused on topics in the required texts. One team is assigned content other than that presented in a course text. The purpose of the presentation and its activities is to assist class members in processing and applying the chapter's essential content to literacy instruction.

The team members are responsible for working as a group to develop a 60 - 120 minute presentation. Time allocation is to be determined by the professor and depends on the size of the teams and on the topics. The professor individually will give direction to each team.

The chapter presentation emphasizes:

- Key points for understanding the topic;
- Instructional methods and strategies for teaching struggling readers in the area of focus;
- Ways to monitor progress/assess student mastery; and
- Practice RVE questions (explained below).

Team members, as part of the presentation, also respond to additional questions and comments that arise.

To assist classmates in review and preparation for the Reading for Virginia Educators (RVE) exam, a week before the presentation the team posts to Bb and distributes to class members at least 10 multiple choice and one constructed response prompt to serve as a learning/reading guide. The questions are selected from documents identified by the professor. The specific documents are in the course Bb folder “RVE Practice Materials” (with source and page numbers cited), though the team may need to create some questions (if the team members decide they must do so, they first are to consult with the professor). These review questions with answers are embedded into the presentation. At the conclusion of the presentation, class members are provided an answer key, including a model of an appropriate and thorough constructed response.

The presentation includes providing at least one additional handout that serves as study materials to review essential points. These may include items such as a study guide, a topic outline, and/or visual representations/graphic organizers of important ideas, etc.

All materials used in the presentation are due, posted to Bb, no later than 10:00 a.m. the day of the presentation. The exception is the bank of RVE reviews questions, which are due the class session prior to the presentation.

All resources, as appropriate, should be noted using APA format.

**NOTE:** Following completion of the presentation, team members (as a group) will evaluate the presentation by assigning points earned on the assessment matrix (to be reviewed, confirmed, or changed by the professor). Additionally, each individual writes a reflection on at least 3 topics that were part of the presentation’s focus. The self-assessment and reflective writing are due in the corresponding Bb drop box by 10:00 a.m. on the Sunday following the presentation.

See the course syllabus (header: Required and Recommended Resources and Additional Readings) and resources in the course Bb Assignments folder for information on effective presentations.

#### **IV. Self-Guided Completion and Mastery of Fox Text (7%)**

EDSE 503 students in all section of EDSE 503 are required to complete the Fox text and tests. To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool to familiarize or reacquaint EDSE 503 students with core phonics and structural analysis rules. While class sessions include phonics-based skills for emphasis and review, students must independently complete the Fox (2014) self-instruction textbook outside of

class. The pretest will be taken and scored in class. Then students, independently and outside of class, work on the self-paced exercises in the text. For a part to be considered complete, students must fill-in the blanks of all exercises in that part, as well as answer, in writing, the review questions at the end of sections. The within-text exercise completion requires students to write as they read, reinforcing the phonics knowledge and skills they are reading about. To receive any credit for this activity, the pre-test, all sections of the Fox text (Parts I through VIII), and the post-test must be completed. For those receiving credit, points are allocated based on the student's score on the post-test.

**NOTE:** Weekly preparedness includes bringing to class the Fox book with sections completed as per the course calendar. If the assigned sections of the Fox book have not been completed, no participation points for that class session will be awarded.

#### **V. Final Exam: "Mock" Reading for Virginia Educators (RVE) (8%)**

EDSE 503 students in all section of EDSE 503 are required to take the final exam for EDSE 503 during the last class session. Students who do not take the final exam as scheduled forfeit the allocated 8 points for this activity. The final exam is a mock RVE exam of 91 multiple-choice questions (1 point each) and 3 essay questions (~5-8 sentence responses; on the RVE, these would be worth 3 points each but are not computed into the EDSE 503 final exam score). Students first complete the multiple-choice items and then receive essay prompts. The exam is similar to the RVE in format and content. It is taken on-line and only during the last class session. Students usually take ~2.5 hours to complete this exam; the maximum time allocated is 3 hours. Additional instructions will be shared in class. ***Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade.***

**NOTE:** The EDSE 503 final exam ***does not replace/count as*** the official RVE test.

#### **VI. CAEP Assessment Assignment: Reading Case Study (50%)**

The following assignment, as presented below, is standard to all sections of EDSE 503.

##### **Informal Reading Assessment Administration and Educational Assessment Report**

##### **GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT**

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.

##### **DIRECTIONS**

##### **Demographic and Background Information:**

First, you will use information from class lectures and assigned course text and readings to select and/or design appropriate assessment instruments. A thorough assessment will include measures of the following areas:

- a. Student Background (and motivation if a concern)
  - i. Collect demographic and background information significant to reading, writing, and language development.

- ii. 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).
- b. Oral Language Development
  - i. 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).
  - ii. This information can be obtained when gathering student background information, from observations while testing, and from the test results.
- c. Present Levels of Performance for:
  - i. Decoding (and phonemic awareness if a concern)
  - ii. Fluency
  - iii. Comprehension (and vocabulary/strategy use if a concern)
  - iv. Spelling (and other writing if a concern)

**Note:** Dr. Asen has added vocabulary and writing to this section.

### Assessment Administration

Correctly administer and accurately score the results of the following assessments:

- a. An informal reading inventory (download from [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e).),
- b. A spelling assessment (DSA to be provided in class)
- c. *At least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum-based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.). 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.

### Assessment Report

Analyze the results and present the findings in an educational report (at least 3-5 pages) that reports the findings from your assessments. This report should be written **as if it were a formal document for school record** (*not an academic paper*). That means that, it must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.

- a. Provide a **general description of each assessment** including what kind of information can be obtained from the assessment
- b. Present the **results of each assessment** including:
  - i. a reporting of the results for each assessment (a table is often helpful here),

- ii. an indication of whether this area of reading/writing is an area of concern; and
  - iii. a narrative error analysis of student strengths and weaknesses on the assessment given
- c. Write a **statement of overall strengths and needs** of student (This should be based upon student background information and findings from assessments, including relevant student behavior)
- d. Make **recommendations** for:
  - i. Literacy instruction based on areas of weakness identified from your assessments
  - ii. Classroom/testing recommendations
    - 1. Classroom recommendations should be evidence-based and grade/age appropriate
  - iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
  - iv. 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).

## **Schedule**

The course schedule is provided, starting on the next page.



## EDSE 503-628 FFX37 Spring II 2016 Course Schedule

- The course syllabus is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities.
- For ALL assignments that require written/hard copy work, to be considered submitted on time the print version must be handed in and on Bb no later than the start of the designated class at which the assignment is due.
- Bring your 3 course texts to each class session.

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
<b>Class 1 3/16/16</b>	<ul style="list-style-type: none"> <li>• Beliefs to Help Children Become Literate</li> <li>• Our Big Ideas About Literacy</li> <li>• Course Overview / Syllabus</li> <li>• Assignment Details</li> <li>• Course Assessments</li> <li>• Topics &amp; Teams</li> <li>• Five Domains of Reading and reading models</li> <li>• What are the differences between speech and language?</li> <li>• How to access the T/TAC oral language modules</li> <li>• Preview of texts</li> <li>• Phonics and Structural Analysis: Why study this? What do I currently know? (Fox pre-test)</li> </ul>	<p><b>For 3/30/16 class 2:</b></p> <ul style="list-style-type: none"> <li>• TTAC Oral Language Modules Assignment <b>NOTE:</b> The modules' content is repeated in some readings. <u>Complete this assignment first.</u> Then skim the familiar content in the texts for review.</li> <li>• Read in Reading Problems (RP) text Chapter 1 Overview of Reading and Reading Problems and Chapter 2 Factors Associated with Reading Problems</li> <li>• Read in Maximizing Effectiveness (ME) text p. 4-9, including Text Box 1.1; Text Box 1.3 (p. 12-13); Text Box 1.4 (p. 14-15)</li> <li>• Bring to class your textbooks and printouts of the Jennings Informal Reading Inventory (J-IRI) and the Developmental Spelling Assessment (DSA). Put the J-IRI and DSA in a loose-leaf binder. Use a binder big enough for additional sections to be added.</li> <li>• Think about the selection of your case study student. This student must be <u>independently (not instructionally)</u> reading connected text on <u>level 1 or above</u>—<b>NOT</b> on a pre-primer or primer level. You must identify your reading case study student by March 30, 2016.</li> <li>• Explore the course Bb site.</li> </ul>

**Spring Break – No Class 3/23/16**

The open window for **registering with the Clinical Practice Office** the student subject for the NCATE assignment is through **April 1, 2016**.

<https://cehd.gmu.edu/endorse/ferf>. It is assumed that cohort students will **not** need placement assistance. For information and assistance on registration contact [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

Class	Topics for Class This Week	Assignments for Next Class
<p><b>Class 2</b> <b>3/30/16</b></p>	<ul style="list-style-type: none"> <li>• Early language, meaningful differences, and language developmental scales</li> <li>• Phonological awareness</li> <li>• Early literacy: dialogic reading and early guided reading</li> <li>• Preparing for the RVE</li> <li>• Starting the Reading Case Study: Choosing a student subject; student background – using RP text chapters 2 and 3</li> <li>• Assessment Continuum</li> <li>• Introduction to informal reading inventories and to the Jennings IRI and Developmental Spelling Assessment (DSA)</li> </ul> <p><b><i>You must register with the Clinical Practice Office your student subject by EOB on Friday, March 27, 2015.</i></b> <a href="https://cehd.gmu.edu/endorse/ferf">https://cehd.gmu.edu/endorse/ferf</a></p>	<p><b>For 4/6/16 class 3:</b></p> <ul style="list-style-type: none"> <li>• Read with your Reading Case Study student in mind. Note key points that apply to your student.</li> <li>• Read in RP text: Chapter 3 Gathering Data; Chapter 7 Early Literacy. Use your quiz to guide reading.</li> <li>• Preview the Jennings IRI.</li> <li>• After previewing the Jennings IRI, read in the RP text Chapter 5 Administering an Informal Reading Inventory. As you read, refer to the Jennings IRI correlated sections. Come to class knowledgeable about the Jennings IRI.</li> <li>• Read the DSA directions. Some of the administration procedures and all of the scoring are tricky!!! Come to class knowledgeable about the DSA.</li> <li>• Fox Part I: General Knowledge and Concepts, p. 11 – 25</li> <li>• Prepare a draft of phase 1 of the Reading Case Study. Bring the draft to class. We will use it!</li> </ul>
<p><b>Class 3</b> <b>4/6/16</b></p>	<ul style="list-style-type: none"> <li>• Presentation: Early literacy</li> <li>• Case study: phase 1 discussion and check; adding as you learn</li> <li>• Discussion and practice: DSA and Jennings IRI</li> <li>• Fox: key points and progress</li> </ul>	<p><b>For 4/13/16 class 4:</b></p> <ul style="list-style-type: none"> <li>• Read in RP text: Chapter 8 Improving Word Knowledge: Word Recognition; Chapter 15 only pages 388-396; Chapter 9 Improving Word Knowledge: Fluency</li> <li>• Fox Part 2: Single Letter Consonants, p. 29 – 69</li> <li>• Fox Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91</li> <li>• Administer, score DSA. Create data tables for results before the next class session. Bring to class 2 copies of DSA protocols and data tables.</li> </ul>

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
<b>Class 4 4/13/16</b>	<ul style="list-style-type: none"> <li>• Presentation: Improving Word Knowledge: Word Recognition</li> <li>• Presentation: Improving Word Knowledge: Fluency</li> <li>• Discussion and practice: DSA and Jennings IRI</li> <li>• Fox: key points and progress check</li> </ul>	<p><b>For 4/20/16 class 5:</b></p> <ul style="list-style-type: none"> <li>• Read in the RP text Chapter 10 Vocabulary Development and Listening Comprehension</li> <li>• Read in the ME text Chapter 3 Teach Vocabulary</li> <li>• Fox Part 4: Vowels, p. 93 – 141</li> <li>• Fox Part 5: Review, p. 143 – 155</li> <li>• Administer and score the Jennings and create the data tables for the Jennings results before the next class session. Bring to class 2 copies of your Jennings protocols and data tables. Come to class prepared to discuss the results of the DSA, Jennings, and implications for selecting the 3rd assessment</li> </ul>
<b>Class 5 4/20/16</b>	<ul style="list-style-type: none"> <li>• Presentation: DRA, PALS, DIBELS, SRI</li> <li>• Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension</li> <li>• Discussion of reading case study phases 2 and 3, including options for 3<sup>rd</sup> assessment</li> <li>• Fox: key points and progress check</li> </ul>	<p><b>For 4/27/16 class 6:</b></p> <ul style="list-style-type: none"> <li>• Read in the ME text: Chapter 2 Basic Reading Skills; Chapter 7 Reading Strategically</li> <li>• Reading the RP text Chapter 11 Comprehension of Narrative Text</li> <li>• Read in the ME text Chapter 4 Teach to Activate Students' Prior Knowledge and Help Them Make Connections</li> <li>• Fox Part 6: Onset-Rime, p. 157 – 165</li> <li>• Fox Part 7: Syllable and Accent Patterns, p. 167 – 192</li> <li>• Bring to class 2 copies of your 3rd assessment protocol; come prepared to discuss the selection, scoring, and implications</li> <li>• Draft of the case study phases 2 and 3 on the DSA and Jennings IRI sections</li> </ul>
<b>Class 6 4/27/16</b>	<ul style="list-style-type: none"> <li>• Presentations on comprehension (reading strategically; narrative text; prior knowledge / making connections)</li> <li>• Fox: key points and progress check</li> <li>• Case Study check</li> </ul>	<p><b>For 5/4/16 class 7:</b></p> <ul style="list-style-type: none"> <li>• Read in RP text Chapter 12 Comprehension of Informational Text</li> <li>• Read in ME text Chapter 5 Ask and Answer Questions, Chapter 6 Recognize Text Structures</li> <li>• Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words</li> <li>• Draft of case study phases 2 and 3 on the 3<sup>rd</sup> assessment; draft of the phase 3 summary</li> </ul>

Class	Topics for Class This Week	Assignments for Next Class
<b>Class 7 5/4/16</b>	<ul style="list-style-type: none"> <li>• Presentations on comprehension (informational text, ask and answer questions, reading strategically, text structures</li> <li>• Peer review – draft, case study phase 3</li> <li>• Fox: key points and progress check</li> <li>• Case study check</li> </ul>	<b>For 5/11/16 class 8:</b> <ul style="list-style-type: none"> <li>• Read in RP text Chapter 13 Integrating Reading and Writing; Chapter 14 Literacy Instruction for Diverse Populations</li> <li>• Read in ME text Chapter 8 Motivation and the Struggling Reader</li> <li>• Study for Fox post-test</li> <li>• Draft of the case study phase 4</li> </ul>
<b>Class 8 5/11/16</b>	<ul style="list-style-type: none"> <li>• Presentation: Integrating Reading and Writing</li> <li>• Best Practices for Instruction and Instructional Enhancements</li> <li>• Case study check</li> <li>• Sharing readings</li> <li>• Course evaluation</li> <li>• Fox post-test</li> </ul>	<b>For 5/18/16 class 9:</b> <ul style="list-style-type: none"> <li>• Bring to class a printed copy of the final version of the full case study (all 4 phases in one document)</li> <li>• By the start of class 9 (5:00p 5/18/16) the reading case study must be posted to two (2) Bb drop boxes: <ul style="list-style-type: none"> <li>○ Tk20 (under the Assessment folder)</li> <li>○ Reading Case Study (under the Assignments folder)</li> </ul> </li> <li>• Bring to class to share a short reading selection (a quote or poem or short passage) that is personally meaningful.</li> </ul>
<b>Class 9 5/18/16</b>	<ul style="list-style-type: none"> <li>• Reading case study due</li> <li>• Final Exam - “Mock” RVE. <b>This is a required exam.</b></li> <li>• Discussion: exam free-response questions</li> <li>• Parting thoughts</li> </ul>	Rest and Relaxation!!! YEA YOU!!!