



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

Fall 2016

EDSE 403 001: Language Development and Reading

CRN: 72598, 3-Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 08/29/16 - 12/20/16
Phone: 703-993-1747	Meeting Day(s): Tuesday
E-Mail: snagro@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: by appointment	Meeting Location: Fairfax, Krug Hall 15

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Identifies literacy skills for typical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Topics include emergent literacy skills, phonemic awareness, vocabulary development, and comprehension.

Prerequisite(s): EDSE 401 and EDSE 440.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 401 and EDSE 440

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. Mason students can work as instructors, resident advisors and mentors in the LIFE program.

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.

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, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

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 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:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. 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.

3. 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.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. 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.
6. 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.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

(1) Jennings, Caldwell & Lerner, *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

(2) Berkeley & Barber, *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

(3) Fox, *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092

Recommended Textbooks

American Psychological Association, *Publication Manual of the American Psychological Association*, 6th edition, ISBN 9781433805615

Required Resources

(1) Jennings Informal Inventory (IRI) - available in our Blackboard site

(2) Required Access to Course Blackboard Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course.

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. [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.

Attendance is expected for **all** class sessions. If you are unable to make any class sessions during the semester, please notify me prior to missing when possible. I will assume if you need to miss class, there is a good reason, but attendance points lost for missed classes cannot be made up. Therefore, missing two or more classes will likely result in a lowered grade for the course. In the case of all absences, it is the student's responsibility to catch up via blackboard or with a colleague in the class. Assignments that are due during a missed class must still be turned in by 7:20pm on the due date.

Participation:

Class participation all class activities are essential to the instructional process. I value student participation, professionalism, promptness, and remaining for the entire class period. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. Frequently missing class time at the beginning or end of class will result in a lower grade.

Professionalism:

Students should follow basic classroom etiquette in regards to respectfully interacting with peers and the professor as well as maintaining a positive learning environment free from external distractions. For example, it is acceptable to bring snacks to class as long as your food does not become a distraction to the professor or fellow students. Additionally, please do not use cellphones, tablets, or laptops during class unless the activities in class require the use of technology. Cell phones and mobile devices should be turned to silent mode or powered off and put away prior to the beginning of class so students can fully participate in class. If you need to have your phone available for an emergency phone call, please notify me before class starts and step out of class to answer your phone.

Late Work.

It is expected that students will plan ahead and spread out their work load so that unanticipated events do not result in major delays in meeting course deadlines. A 10% deduction will be taken for 7:20 pm (start of class) on the due date unless otherwise noted in the syllabus. A cumulative 10% deduction will be taken for each calendar day after the due date.

Incomplete Grades:

An I (Incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading only the student's completed work done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. Any student requesting an incomplete must (1) be passing the course at the time of the request, and (2) create a contract outlining a plan to complete missing coursework with completion dates, and the contract must be signed by the student and division director before turning the contract into the professor prior to the last class.

Academic Integrity:

The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. Violations of academic integrity and ethical conduct include, but are not limited to cheating, plagiarism, or unapproved multiple submissions of the same work. It is important to distinguish between plagiarism and the legitimate presentation of the work of other through quotations or paraphrasing. Please review the rules for quoting and paraphrasing the work of others that are given in sections 3.34-3.41 of the sixth edition of the APA Publication Manual.

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

Assignment	Earned Points	Possible Points
Participation & Professionalism		20
Phonological Awareness Module		5
Oral Language (TTAC Modules 1, 2, & 3)		5
Phonemic Awareness Module		5
Fluency Module		5
Phonics Self-Study (Fox) Sections 1, 2, 3, 4, & 5		15
Mid-Term		20
IRIS Modules (choose two from list)		5

Phonics Self-Study (Fox) Sections 6, 7, & 8		5
Reading Case Study (IRI)		70
Poster Presentation		20
Final Exam		10
Total Course Points		185

Computing Final Course Grades – Divide “earned points” by “possible points” for percentage

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 73-76%	D = 72-65%	F = < 65%
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Assignments

Performance-based Assessment (Tk20 submission required)

Reading Case Study - The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 7:20 pm on the respective due date. Follow the scoring checklist when completing this assignment. **You will submit this assignment in two places, both TK20 and Blackboard.**

Performance-based Common Assignments (No Tk20 submission required)

Learning Modules (Phonological Awareness, Oral Language 1, 2, & 3, Decoding, Phonemic Awareness, Fluency, two IRIS Modules, Repeated Readings, Writing) – You will complete several modules throughout the semester. Each module focuses on deepening your understanding of a specific aspect of teaching reading and language development. You will complete a worksheet or activity for each module to demonstrate your engagement in the module. All completed work for the modules will be submitted via blackboard.

Midterm Exam - The midterm exam will include multiple-choice, true/false, fill in the blank, and application items that cover course content and information from the Fox phonics self-study.

Phonics Self-Study (Fox) - You will independently complete the Fox phonics self-study text including all self-paced exercises. On the two check days, turn in the Fox text at the beginning of class with assigned parts completed. **No partial credit will be given for books turned in late.**

Poster Presentation - For your final presentation, you will choose an evidence based teaching method to review and present in class. Follow the scoring checklist when completing this assignment. The teaching method **must be approved by the instructor.**

Final Exam - The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading

for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

Other Assignments.

Schedule

Date	Topics to Cover	Completed Readings	Completed Assignments
Session 1 – 8/30	<ul style="list-style-type: none"> • Introductions • Course Overview • Email Policy 		Fox Pre-test (in class)
Session 2 – 9/2	<ul style="list-style-type: none"> • Populations at Risk for Reading Problems • The Effects of High Incidence Disabilities on Student Learning 	<ol style="list-style-type: none"> 1. Berkeley: Chapter 1 2. Jennings: Chapter 2 	
Session 3 – 9/13	<ul style="list-style-type: none"> • Introduction to Key Terms in Systematic Reading Instruction • Oral Language Development 	<ol style="list-style-type: none"> 1. Berkeley: Chapter 2 2. Jennings: Chapter 1 	Phonological Awareness Module
Session 4 – 9/20	<ul style="list-style-type: none"> • Fundamentals of Early Literacy 	<ol style="list-style-type: none"> 1. Jennings: Chapter 3 2. Jennings: Chapter 7 	Oral Language Module (TTAC 1, 2, & 3) – https://ttaonline.org/online-training-webshops Print your certificates and bring to class
Session 5 – 9/27 ***Can start Case Study	<ul style="list-style-type: none"> • Introducing Case Study and Obtaining Background Information <ul style="list-style-type: none"> ○ Model with class case study 	<ol style="list-style-type: none"> 1. Jennings: Chapter 6 2. Jennings: Chapter 8 	Decoding Module (OPTIONAL)
Session 6 – 10/4	<ul style="list-style-type: none"> • Stages of Word Recognition • Spelling Informal Assessment <ul style="list-style-type: none"> ○ Model with class case study 	<ol style="list-style-type: none"> 1. Jennings: Chapter 9 2. Berkeley: Chapter 6 	Phonemic Awareness Module
Session 7 – 10/11	<p style="text-align: center;">Field Work We Will Not Meet In Class</p>	<p style="text-align: center;">Profession Reflection Module</p>	<p style="text-align: center;">Collect Student Data & Study ☺</p>

Date	Topics to Cover	Completed Readings	Completed Assignments
Session 8 – 10/18	<ul style="list-style-type: none"> • Digging Deeper into Fluency • Practicing the IRI Model with class case study 	<ol style="list-style-type: none"> 1. Jennings: Chapter 4 2. Jennings: Chapter 5 	Fluency Module Fox Self Study Check #1 (Parts 1, 2, 3, 4, & 5)
Session 9 – 10/25	Midterm Exam We Will Not Meet In Class		Midterm Exam
Session 10 – 11/1	<ul style="list-style-type: none"> • Vocabulary Instruction • Reading Comprehension <ul style="list-style-type: none"> • Planning Small Group Activities 	<ol style="list-style-type: none"> 1. Jennings: Chapter 10 2. Jennings: Chapter 11 3. Berkeley: Chapter 3 	Repeated Readings Module (OPTIONAL)
Session 11 – 11/8	We Will Not Meet In Class <ul style="list-style-type: none"> • Please Complete the Independent Activity 	Select one IRIS Module from this list. Type out and answer the questions throughout the module from start to finish. Submit your evidence of the completed module (word document) to Blackboard.	
Session 12 – 11/15	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> • Motivation • Student Choice • Literacy for Diverse Populations • Linking Reading to Daily Life 	<ol style="list-style-type: none"> 1. Jennings: Chapter 13 2. Jennings: Chapter 14 3. Berkeley: Chapter 4 4. Berkeley: Chapter 8 (Look for key points and read what interests you only) 	Writing Module (OPTIONAL) Bring Computer & headphones
Session 13 – 11/22 (Thanksgiving week)	<ul style="list-style-type: none"> • Evidence Based Practices for targeting Literacy <ul style="list-style-type: none"> ○ Select & Plan Poster Topic 	<ol style="list-style-type: none"> 1. Jennings: Chapter 12 2. Jennings: Chapter 15 	Bring Computer
Session 14 – 11/29	<ul style="list-style-type: none"> • Peer Editing 	Profession Writing Module	Case Study Draft –Print and bring to class Fox Self Study Check #2 (Parts 6, 7, & 8)
Session 15 – 12/6	Presentations & Reception		Poster Presentation (Bring to Class) and Upload Handout & Picture of Poster to Blackboard Case Study Report (Upload to both TK20 and Blackboard)
Session 16 – 12/13	Final Exam We <u>May</u> Not Meet In Class	Study ☺	Final Exam

Appendix

Poster Presentation Components	Possible Points	Earned Points
Poster Topic:		
<p>The selected topic is appropriate because it is a research- or evidence- based strategy or practice that targets one of the following:</p> <ol style="list-style-type: none"> a. Oral language development b. Reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) c. Writing development (spelling or composition) 	3	
Presentation Demonstrates the following:		
<ol style="list-style-type: none"> 1. Adequate preparation including: <ol style="list-style-type: none"> a. Neat and organized layout and design b. Visible from a distance of at least 3 feet away c. Includes relevant images and examples and is not overly text heavy 	2	
<ol style="list-style-type: none"> 2. Clearly links the identified needs of the student assessed in the case study assignment and the proposed research- or evidence- based strategy or practice 	2	
<ol style="list-style-type: none"> 3. One-page handout (or brochure) provided to each colleague and the professor aligns with the poster topic and includes research support as well as useful takeaways for classmates 	3	
<ol style="list-style-type: none"> 4. Professional Demeanor where you answer peer and professor questions about the purpose of the selected practice, the link to coursework and to your case study student, and the research behind the topic 	2	
Items on the Poster and Handout:		
<ol style="list-style-type: none"> 1. The poster presentation has clear focus and direction. 2. The presentation explicitly states the overall idea and purpose. 3. There is a clear description of the evidence or research based practice that includes: <ol style="list-style-type: none"> a. The purpose of the practice b. How it works including steps to implement c. How the practice helps students? d. The poster includes examples, visuals, images, pictures, etc. to help convey to key aspects of the topic 	5	
<ol style="list-style-type: none"> 4. Discuss the documented effectiveness of the practice by including research support in your discussion and on your poster. Research citations and references should be included in correct APA style 	3	
TOTAL POINTS	20	

Reading Case Study	Possible Points	Earned Points
<p>Student Background</p> <ul style="list-style-type: none"> Report demographic/background information relevant to reading, writing, & language development <ul style="list-style-type: none"> Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 	5	
<p>Oral Language Development</p> <ul style="list-style-type: none"> Report how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). <ul style="list-style-type: none"> This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	5	
<p>Reading and Writing Development</p> <ul style="list-style-type: none"> Correctly administer and accurately score the results of the following assessments: <ol style="list-style-type: none"> An informal reading inventory (IRI) (download from www.ablongman.com/jennings5e.) Informal Spelling Assessment <i>At least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> You must justify your choice. For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> Provides a general description of each assessment including what kind of information can be obtained from the assessment (introductory paragraph for each) Presents the results of each assessment including: <ul style="list-style-type: none"> A reporting of the results for each assessment (a table is often helpful here) An indication of whether this area of reading/writing is an area of concern A narrative error analysis of student strengths and weaknesses on the assessment given <p>All completed assessment protocols must be attached to the final report 503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</p>	40	
<p>Summary</p> <ul style="list-style-type: none"> Statement of <i>overall</i> strengths and needs of student based on demographic/background information, relevant student behaviors, and findings synthesized from all assessments 	4	
<p>Recommendations</p> <ul style="list-style-type: none"> Make literacy instruction recommendations based weakness identified from your assessments <ul style="list-style-type: none"> Avoid recommendations for setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) Classroom recommendations are supported in research/evidence-based and grade/age appropriate Classroom/testing accommodation recommendations based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider Make recommendations for parents to realistically implement and that reinforce practice at home <p>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</p>	12	
<p>Professional Writing Style</p> <ul style="list-style-type: none"> written for multiple audiences: parents, teachers, educational professionals (no bashing) using APA guidelines for writing style including title page, running head, one inch margins, double spaced, 12-point Times New Roman font, in-text citations, reference page (no abstract) 	4	
<p>TOTAL POINTS</p>	70	

