



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

Spring 2017

EDSE 628 628: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 21098, 3 – Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 01/11/17 – 03/08/17
Phone: c802-595-9663*	Meeting Day(s): Wednesday
E-Mail: sasen@gmu.edu*	Meeting Time(s): 5:00 p.m. - 9:30 p.m.
Office Hours: by appointment	Meeting Location: Off-campus
Office Location: Finley 206A	Other Phone: GMU office 703-993-5448
<p>*NOTE: The professor may not receive/be able to access voice mail and/or email messages after 3:00 p.m. on class days until after class has ended.</p> <p>"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes</p> <p>"In an effective classroom students should not only know what they are doing, they should also know why and how." -Harry Wong</p> <p>"If you have knowledge, let others light their candles at it." -Margaret Fuller</p> <p>"It's not what is poured into a student, but what is planted." -Linda Conway</p> <p>"Teaching is the highest form of understanding." -Aristotle</p> <p><i>Docendo discimus</i>, (Latin "By teaching, we learn.") -Seneca the Younger</p> <p>"Gardens are not made by singing "Oh, how beautiful," and sitting in the shade." -Rudyard Kipling</p> <p>"A teacher is one who makes himself progressively unnecessary." -Thomas Carruthers</p> <p>"Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin</p> <p>"To teach is to learn twice." -Joseph Joubert</p> <p>"To say that chemistry between a student and a teacher distracts from learning is like saying that color distracts from seeing." -Cristina Nehring</p>	

Note: This syllabus may change according to class needs. Teacher Candidates/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.

Schedule Type: LEC

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

Course Delivery Method

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 (Bb);
9. Reflection and self-assessment.

Learner Outcomes

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

1. Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. 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;
3. 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;
4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
 5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
 6. Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Allyn & Bacon. ISBN: 9780133570731

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

- For information on preparing presentations, see on Bb the guide, "Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015".
- Use of online resource materials from the IRIS Center:
<http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

- Use of online resources on Thinking Maps, including <https://www.youtube.com/watch?v=lJFAcVCJxVk>
- Use of online video and resources on Equitable Classroom Practices <http://www.montgomeryschoolsmd.org/departments/development/resources/ecp/>
- Use of online video from Dr. Lydia Soifer: <https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen> or http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Use of online video from Dr. Daniel Siegel: <http://www.youtube.com/watch?v=Nu7wEr8AnHw>
- Candidate identified articles from education journals that summarize evidence-based or scientifically based practices.
- Additional required resources are assigned as necessary per professor discretion.

Additional Resources and Additional Readings

- The professor may assign additional resources and readings.
- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course topics. Included in this folder are articles that discuss how self-assessment and reflection assist learners in content mastery. These two strategies are used throughout the course to promote EDSE 628 candidate learning.
- For assistance finding research on strategies in professional publications contact:
 - Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116. Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.
 - Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.
- 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.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://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_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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 628, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

N/A

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

The Performance-based Common Assignment for EDSE 628 is the Strategy Instruction Assignment (SIA). This assignment is standard to all sections of EDSE 628. See the syllabus section below, "Major Learning Activities".

Major Learning Activities

For all course assignments: A teacher candidate/student may not use projects, data, or material generated in and submitted for credit in another course or generated by another individual. Violations result in a grade of ZERO (0) for the assignment.

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

I. Attendance and Participation (9% of final grade)

See policies about attendance and participation in the next syllabus section “Course Policies and Expectations”. The expectations must be met to earn attendance and participation points.

At the end of each class session, the candidate writes a “take away” statement that identifies a learning connection/awareness about material in that class session, including WHY that connection personally is relevant (that is, the comments go beyond a simple retelling of information). This reflection is handwritten at the end of class (the last 5 minutes of class time is devoted to the activity).

II. Chapter Quizzes to Guide Reading (7% of final grade)

This process allows candidates to practice a “during reading” strategy that assists readers in successfully gleaning information from print materials (http://www.readingrockets.org/strategies/reading_guide). A reading guide in the form of a quiz is used to emphasize some of the key points in the assigned reading. The quiz is completed outside of class while reading chapters 2, 6, 7, 8, 9, 10, and 11. The purposes of the quizzes are to:

- Direct attention to important ideas in the reading material,
- Assist in review of chapter Learning Outcomes (stated at the beginning of each chapter),
- Highlight for the candidate areas of overall mastery of chapter concepts, and
- Identify those concepts needing further study and review.

A candidate downloads the quiz (in Word format) from Blackboard, then, while reading, s/he:

- Uses a highlighting pen, ink pen, or other permanent marking method (such as the highlighter tool in Word) to indicate the multiple choice option(s) selected, to fill in a response, etc. and
- Notes the page number(s) on which the answers are found.

The candidate brings the completed quiz with typed reflective statement and the candidate self-checks his/her work during class break time. Doing so is considered part of the quiz assignment. Additionally, responses to open-ended questions may be discussed in class.

III. Responses to Resources (24% of final grade)

The candidate responds to designated videos, IRIS modules, or readings. Different resources have different response prompts. Examples and further directions will be shared in class. For all Responses to Resources assignments, use the specific response template on Bb that corresponds to each assigned resource.

For the IRIS modules, students are expected to:

- Work through all pages in each IRIS module (except when only specific pages are noted on the course calendar for that assignment) and
- Come to class prepared to discuss and apply module content.

- **NOTE:** Be sure to use the provided response template for IRIS modules. It is not necessary (not required) to write responses to the Initial Thoughts and Assessment prompts within each IRIS module.

IV. Team Presentation on a Course Topic (30% of final grade)

Each candidate participates on a team that develops and leads a group presentation. The presentation focuses on topics addressed in EDSE 628. The topics correspond to content in the course syllabus.

The presentation takes course participants into further exploration of the topic by going more deeply into information presented in class and in the course text and by bringing other relevant information and resources to light. It is not a review lecture of factual information in the course text or other required resources. The purposes of the presentation and its activities are:

- To assist class members in processing and applying principles of instruction for that content.
- To experience activities during which presenters model evidence-based teaching practices.
- To facilitate participants in practicing evidence-based strategies that classroom students would use to master content.
- To expand our repertoire of teacher practices and learner strategies learning beyond those focused upon in the required course materials.

The presentation team members are responsible for working as a group to develop and then lead the class in learning experiences that include active participation by classmates. Assume that course members have read the course materials to date and are familiar with course content. Time allocation will be determined by the professor and is based on the size of the teams (influenced by class membership and on the content focus).

The presentation focuses on assisting participants in gaining understanding of and confidence in implementing verified teaching practices and learning strategies through demonstration and participatory application activities such as: modeling; guided practice strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a video or live skit (e.g., of a demonstration and debriefing about the strategy and instructional practices; using/exploring/creating related artifacts (e.g., materials scaffold; summary chart; thinking map; graphic organizer).

Specific resources and strategies will be required by the professor—these will be discussed with the presentation team or a team representative. The group members identify additional strategies for mastering key content that are verified as effective learning procedures (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials (including the text and course Bb items), may include the Pearson text resources, professional journals, and materials in the Kellar and Fenwick libraries. The professor is available upon request for consulting about the team's presentation plans. The presentation must include:

- At least two examples of how thinking maps may be applied to elementary student learning and/or to the EDSE 628 participants' learning in the area of focus. The thinking maps must differ from one another. One thinking map must be either a tree

map, brace map, multi-flow map, bridge map (with relating factor), or double-bubble map. Other graphic organizers also may be included, but are not required.

- Examples of using content, material, and/or task scaffolds (at least two different types) as defined in the associated IRIS module, for mastering the strategy and/or academic content.
- Additional resources used throughout to support taking notes and processing information. Samples will be brought to class.

The materials used and shared must be done in compliance with copyright regulations.

All materials/documents and any PowerPoint presentations used as part of the chapter presentation are due to the professor electronically via the Bb drop box by the start of class the day of the presentation. Please combine as many features into as few documents as possible (while also considering what makes sense to group together). The professor later may post these to the class Bb site.

Following completion of the presentation, the team evaluates the presentation by assigning points earned on the assessment matrix and writing a statement of supporting evidence for each section on the matrix. Additionally each team member writes a concise but substantive reflection on what the individual gained from the assignment related to the course goals. The team and individual self-assessments are due by noon the Sunday following the presentation via both the Blackboard drop box and to the professor via GMU email.

VI. Common Assignment: Strategy Instruction Assignment (30% of final grade)

The Strategy Instruction Assignment (SIA) is the Common Assignment for EDSE 628 across all sections of the course. The EDSE 628 candidate 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 student who is the subject of the project may be a secondary student; however, the strategy should be one that is applicable to mastering the elementary (K-6) curriculum (for possible exceptions, consult with the professor).

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 reading, language arts, mathematics, science, or social studies. In all case, the strategy is one appropriate for use with students working at the elementary level. The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy to a student and monitoring student progress. The EDSE 628 candidate uses curriculum-based measure (CBM) or, upon consultation with the professor, another means of data collection, to record the student subject's progress.

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.

If you have difficulty finding a K-12 student for this assignment, GMU's Field Experience Office can assist in placing GMU candidates at school sites. If this is the case, the professor will inform you on how to proceed.

The study is conducted during the current semester.

The following are steps for completing the Strategy Instruction Assignment. The written project paper is presented in APA format.

- A. Create an abstract of the EDSE 628 candidate's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the Strategy Instruction 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.

NOTES:

- You cannot complete the abstract until you finish the strategy instruction data collection, interpret the results, and determine implications of the study.
 - The abstract follows formatting rules that differ from the body of the paper (e.g., single paragraph; not indented; 150-250 words). Be sure to consult sources that are reliable regarding APA formatting.
- B. Introduce the student subject of the study.
- Provide demographic/background information related to the study.
 - State the academic area of focus (content and topic) of this study and give a rationale for selecting it as the instructional emphasis.
 - Discuss the effects exceptional conditions can have on learning in this content area. Verify statements by citing professional sources.
- C. Describe the selected strategy for the project.
- Introduce the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name).
 - Explain the strategy's specific purpose and/or intended outcomes.
 - Provide a rationale for why the strategy is appropriate for this particular student subject.
 - Recommend accommodations for using this strategy with the student subject, if appropriate.
 - State conditions and materials needed to successfully teach the strategy, including tips for implementation.
 - List the specific, detailed steps of the strategy (not the SRSD model). These steps are presented in a numbered sequence that acts as a task scaffold for someone who wishes

to be guided, step-by-step, through using the strategy. The detailed steps include a description of any materials the student might use when applying the strategy.

- D. Present the implementation of the Self-Regulated Strategy Development (SRSD) model.
- Introduce:
 - The use of SRSD as the model of instruction used for this project.
 - The implementation parameters (setting; teacher:student ratio; session lengths; overall timelines; etc.).
 - The log to follow that details how each step of the SRSD model was followed to teach the strategy to the student subject.
 - Display the completed Self-Regulated Strategy Development (SRSD) Lesson Guide, the template for which is a provided course resource in table format. The SRSD Lesson Guide serves as a modified lesson plan with the discrete actions and materials used in a numbered list. The SRSD Lesson Guide is a record of:
 - The baseline data that was collected for 3 trials prior to the strategy instruction. (In some situations, depending on the student subject and the focus of instruction, the conditions for collecting baseline data may be different. If this is the case or if you have questions, please consult with the professor.)
 - How each step of the SRSD model was followed. The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 candidate to carry out with the student subject that SRSD step. The detail in the right column includes the discrete actions taken in a numbered list and notes what materials were used.
 - The post-assessment data collected.
- E. Display, analyze, and discuss the findings, citing specific evidence, including:
- An appropriate curriculum based measurement (CBM) graph of data (or alternative, as per consultation with the professor) and any 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 and
 - Consideration of influencing factors (e.g., student prior knowledge; level of instructional materials; suitability of the number of sessions implemented over the time frame for the course project; the continuity of instruction, such as interruptions due to student absences).
- F. Make recommendations for next steps for instruction (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student).
- G. Reflect on the relevance of the project to personal professional growth. (What knowledge and insights did you gain from this experience?)
- H. Provide a list of references for the paper's citations in APA format.
- I. Attach relevant appendices, including: a copy of any instructional tool/aid used/created for implementation and samples (evidence artifacts) 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 candidate 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—see APA for abstract guidelines.)

Section I: The Student Subject (item B)

Section II: The Strategy (item C)

Section III: Study Implementation (item D)

Section IV: Results (item E)

Section V: Recommendations (items F)

Section V: Personal Professional Connections (item G)

References (item H)

Appendix/Appendices (item I)

Course Policies and Expectations

Attendance/Participation

- Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants 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. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, to receive attendance/participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and fully participate, which includes writing a class session “take away”. (See the above section on “Other Assignments” for directions on class session “take away” reflective writing requirements.)
- **Attendance** includes:
 - Promptness (getting to class and back from breaks on time) and
 - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session). **NOTE:** 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.
- **Absences:**
 - Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence.
 - Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as

outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a colleague for collection of materials and to promptly obtain and discuss with colleagues class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

- All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.
- A second absence will result in the final grade dropping by 5 points.
- Three absences (including the granted absence—i.e., two absences 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.
- Please do not request permission to miss a class—you must make your own decision.
- There may be ***extenuating circumstances***—those that involve a ***critical*** health situation (self; immediate family member) or job responsibilities of a ***serious*** nature. Please discuss with the professor circumstances that ***truly*** are extenuating as soon as possible. The professor may require confirmation from a health care provider or job supervisor. If there are extenuating circumstances you must discuss with the professor (in person or by phone) within 5 days of the related absence the impact on course mastery and assignments (including due dates and date of course completion).
- **Participation** implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/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 on time (see the section below on “Late Work”) and having on hand/in class all materials required for the class session as per the course assignments/course schedule and professor communications.
 - Contributing thoughtfully and fully to class activities and discussions;
 - Listening to and being respectful of the ideas of others;
 - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence 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.

For additional information on professional dispositions as per the College of Education and Human Development, go to <http://cehd.gmu.edu/teacher/professional-disposition>. The document “Dispositions for a Career Educator” can be downloaded at <https://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>.

Late Work

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

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted on the course schedule, including posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered “on time”.
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late 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.
- The EDSE 628 Strategy Instruction Assignment and the field experience form and survey must be submitted on time for the course to be considered completed.
- For late submissions of assignments:
 - 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.
 - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out submitted work and, therefore, will not provide feedback or grade work submitted only electronically.
 - The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
- A teacher candidate/student who verifies extenuating circumstances must make arrangements through the professor no later than 3 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.
- All exams must be taken no later than the last week class unless the exam administrator (who is not the professor) agrees to an additional extension.

Communication

- Teacher candidates/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. Points may be deducted from any assignment that does not reflect appropriate communication.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- 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 avoid language labels by

stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please use guidelines for language in APA Journals, including information available at: <http://www.apastyle.org/manual/related/nonhandicapping-language.aspx>.

- 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. Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor may respond ONLY to your GMU email address. Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response. Any course participant who experiences technical issues should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. It is your responsibility to communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
- When you send email or a text to the professor or leave a voice message, please state your full name.
- The professor may not receive calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events).

Use of Course Participants’ Products

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited by sending an email request to the professor’s GMU email account (sasen@gmu.edu; use the subject line “Opt Out [First Last name] EDSE 628”; e.g., “Opt Out Sheryl Asen EDSE 628”). Provide a specific request (e.g., may use work but not state authorship; may use only the Strategy Instruction Assignment; do not share my course products).

Grading Scale

90-100 points = A
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu

or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

The course schedule begins on the next page. Please keep the following in mind.

- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is canceled, which may include an optional make-up session; change in assignments and due dates).
- During the first week of class participants in this course will receive an email from Kristen Merrill or a College of Education and Human Development (CEHD) faculty/staff member requesting completion of a brief online form regarding the EDSE 628 candidate's field experience. Please complete and submit this form by 1/26/17.
- One week prior to the end of the course participants will receive another email from Kristen Merrill or a CEHD faculty/staff member with directions for completing a survey about the course field experience. Please complete this survey by the last class session.
- Direct questions about the field experience form and survey to Ms. Merrill: kmerril2@gmu.edu.
- The course is not considered completed until all requirements are met, including submitting the Strategy Instruction Assignment and the online the field experience form and survey.

EDSE 628-628 Course Schedule

The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).

Class #	Topics for Class This Week	Assignments for the <i>Next Class</i>
Class 1 1/11/17	<ul style="list-style-type: none"> • All Means All • Why access the general education curriculum? • What are evidence-based practices? • Assets and Catching Up / Introductions • Course Overview, Syllabus, Assignments, and Assessments • Topics & Teams • Curriculum and learning theories • Introduction to IRIS module SRSD: Using Learning Strategies and to the SRSD Lesson Guide • Previewing textbook readings • Using quizzes to guide reading • Preparing for reading Chapter 2 • Reflection and self-assessment 	<p>Preparation for 1/18/17 class 2:</p> <ul style="list-style-type: none"> • Read text page 27 to top of page 28; page 35 Stages of Learning – page 45 (end) of Chapter 2 “Approaches to Learning and Teaching”. Use the chapter 2 quiz to guide your reading. Use the chapter 2 response form to briefly record: <ul style="list-style-type: none"> ○ Aspects of each of the learning theories in the Chapter 2 reading selection that currently guide your practices; ○ Aspects of these theories not currently part of your practices that you now aim to incorporate into your instruction. • Complete the IRIS module SRSD: Using Learning Strategies. Use a printout of the SRSD Lesson Guide (on Bb) as an outline to assist your reading (you do not have to fill out the guide). • Review the course syllabus, especially the major learning activities and schedule. • Review the course Bb site, especially the Additional Resources, Assignments, and Assessments folders. • Respond to the field experience email by completing and submitting the required form. • Bring to the next class: <ul style="list-style-type: none"> ○ Chapter 2 quiz ○ Chapter 2 learning theories response ○ IRIS module response
Class 2 1/18/17	<ul style="list-style-type: none"> • Learning Theories • Zone of Proximal Development • Explicit Instruction and Self-Regulated Strategy Development (SRSD), including SRSD template for the Strategy Instruction assignment (SIA) • Providing Appropriate Independent Practice, part 1 • Note Taking • Management by Profile • Non-Linguistic Representations and Advanced Organizers 	<p>Preparation for 1/25/17 class 3:</p> <ul style="list-style-type: none"> • IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills • Thinking Maps assignment (on Bb) • Watch the TED video of Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw • Bring to the next class: <ul style="list-style-type: none"> ○ IRIS module response ○ Thinking Maps assignment – required: 1 map about Thinking Maps; 2 content area thinking maps (Read the assignment for parameters for these thinking maps!) ○ Siegel video response ○ Ideas for your strategy for the Strategy Instruction Assignment (SIA)

Class #	Topics for Class This Week	Assignments for the Next Class
Class 3 1/25/17	<ul style="list-style-type: none"> •Thinking Maps •Scaffolding •Providing Appropriate Independent Practice, part 2 •Strategies for the SIA •Learning Preferences and Modalities; Dr. Daniel Willingham “Learning Styles Don’t Exist”; preparing to read “Current Practice Alert: Learning Styles” 	<p>Preparation for 2/1/17 class 4:</p> <ul style="list-style-type: none"> •Read “Current Practice Alert: Learning Styles” •IRIS: Differentiated Instruction: Maximizing the Learning of All Students ONLY Perspectives & Resources p. 1 – 7 and page 12 •Bring to the next class: <ul style="list-style-type: none"> ○ Response to the Current Practice Alert on Learning Styles ○ IRIS module response
Class 4 2/1/17	<ul style="list-style-type: none"> •Learning Modalities •Differentiating Instruction •Contextual Supports •Memory •Introduction to Dr. Lydia Soifer: The Development of Language Skills •Models of Phonological Awareness •Alphabetic Principle and when does it become phonics? 	<p>Preparation for 2/8/17 class 5:</p> <ul style="list-style-type: none"> •Complete viewing the Dr. Lydia Soifer video from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do). •Read text Chapter 6 “Assessing and Teaching Oral Language”. Use the quiz to guide your reading. •Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”. Use the quiz to guide your reading. •IRIS: PALS: A Reading Strategy for Grades K-1 •Bring to the next class: <ul style="list-style-type: none"> ○ Response to the Soifer video ○ Chapter 6 quiz ○ Chapter 7 quiz ○ Come to class familiar with the K-1 PALS activities. <p>NOTE: Begin the strategy instruction no later than Monday, 2/6/17. Record progression through the SRSD model on the SRSD Lesson Guide.</p>
Class 5 2/8/17	<ul style="list-style-type: none"> •Presentation: Oral Language •Presentation: Phonological Awareness, Phonics, and Word Recognition •Reading fluency 	<p>Preparation for 2/15/17 class 6:</p> <ul style="list-style-type: none"> •Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”. Use the quiz to guide your reading. •IRIS: PALS: A Reading Strategy for Grades 2-6 •Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 8 quiz ○ Come to class familiar with the K-1 PALS activities.
Class 6 2/15/17	<ul style="list-style-type: none"> •Presentation: Reading Comprehension •Reading fluency 	<p>Preparation for 2/22/17 class 7:</p> <ul style="list-style-type: none"> •Read text Chapter 9 “Assessing and Teaching Writing and Spelling”. Use the quiz to guide your reading. •Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”. Use the quiz to guide your reading. •Bring to the next class: <ul style="list-style-type: none"> ○ Chapter 9 quiz ○ Chapter 10 quiz

Class #	Topics for Class This Week	Assignments for the Next Class
Class 7 2/22/17	<ul style="list-style-type: none"> •Presentation: Writing, Handwriting, and Spelling •Presentation: Content Area Learning and Vocabulary Instruction 	Preparation for 3/1/17 class 8: <ul style="list-style-type: none"> •Read text Chapter 11 “Assessing and Teaching Mathematics”. Use the quiz to guide reading. •IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives & Resources pages 5-9 •Bring to the next class: <ul style="list-style-type: none"> ○ Chapter 11 quiz ○ IRIS module response
Class 8 3/1/17	<ul style="list-style-type: none"> •Presentation: Teaching Mathematics •Designing Lessons: Rules (part 1) 	Preparation for 3/8/17 class 9: <ul style="list-style-type: none"> •Equitable Classroom Practices assignment (posted on Bb) •Respond to and submit the field experience survey. •Bring to next class: <ul style="list-style-type: none"> ○ Equitable Classroom Practices assignment response ○ Printed copy of your Strategy Instruction Assignment (submit on Bb as well)
Class 9 3/8/17	<ul style="list-style-type: none"> •Designing Lessons: Rules (part 2) •Equitable Classroom Practices •Spacing Learning Over Time •Scientific Method Swing (time permitting) •Wrapping Up •Course Evaluation 	WAHOO! YEA YOU!

Assessment Rubric(s)

- Assessment matrices for this class are posted on the course Bb site under the Assessments folder. These assessments correlate to the course assignments.
- The assessments for the Presentation and the Strategy Instruction Assignment list multiple learning targets. Each is associated with specific point values that may be awarded toward the cumulative grade for that assignment.
- The following lists the assignments and corresponding overall point allocations.

Assignment	Points
Attendance and Participation	9
Quizzes to Guide Reading	7
Responses to Resources	24
Team Presentation	30
Strategy Instruction Assignment	30
Total	100