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

Summer 2017
EDSE 564 640: Phonology, Phonics, and Fluency for Students with Specific Learning Disabilities
CRN: 42521, 3 – Credits

Instructor: Dr. Lynn Wiley, Dr. Judith Fontana, & Dr. Kathy Nutt	**Meeting Dates**: 5/23/2017 – 7/25/2017
Phone: 703-993-4496	**Meeting Day(s)**: Tuesday
E-Mail: hwiley@gmu.edu, jfontan1@gmu.ed, & knutt@gmu.edu	**Meeting Time(s)**: 4:30 pm - 9:00 pm
Office Hours: 3:30-4:30 prior to class meetings OR email to schedule face-to-face or phone conference	**Meeting Location**: Off-campus Rosa Lee Carter Elementary School 743330 Loudoun Reserve Dr., Ashburn, VA
Office Location: Class meeting location	**Other Phone**: N/A

*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.

Prerequisite(s) EDSE 563
Co-requisite(s) EDSE 566. Using a diagnostic prescriptive model, students will apply methods and techniques learned in EDSE 564 thus demonstrating competencies for teaching students with specific learning disabilities in reading, as described in the International Dyslexia Association's Knowledge and Practice Standards.

Course Description
Evaluates phonology, phonics, and fluency skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas.

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.

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. Electronic supplements and activities via Blackboard

Field Experience

The practicum EDSE 566 will coincide with this class. Teacher candidates will demonstrate competencies in the use of methods and techniques learned in EDSE 564. The practicum will function as a supervised reading clinic for students with reading difficulties.

Learner Outcomes

(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)

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

1. Identify the general and specific goals of phonological skill instruction.
2. Know the progression of phonological skill development.
3. Identify the differences among various phonological manipulations.
4. Understand the principles of phonological skill instruction.
5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
6. Understand the phonological features of a second language.
7. Know or recognize how to order phonics concepts from easier to more difficult.
8. Understand principles of explicit and direct teaching.
9. State the rationale for multisensory and multimodal techniques.
10. Know the routines of a complete lesson format.
11. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
12. Understand the role of fluency.
13. Understand reading fluency as a stage of normal reading development.
14. Define and identify examples of text at a student's frustration, instructional, and independent reading level.
15. Know sources of activities for building fluency in component reading skills.
16. Know which instructional activities and approaches are most likely to improve fluency outcomes.
17. Understand techniques to enhance student motivation to read.
18. Understand appropriate uses of assistive technology.
19. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
20. Know the range of skills typically assessed by diagnostic surveys.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this course include those related to A: Foundation Concepts about Oral and Written learning and B: Knowledge of the Structure of Language. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this course include those related to A: Foundation Concepts about Oral and Written learning and B: Knowledge of the Structure of Language.

Required Textbooks
Mather, N. & Wendling, B. J. (2012). Essentials of Dyslexia Assessment and Intervention. Hoboken, N.J.: John Wiley & Sons, Inc. (also used in EDSE 562 & 563)

Bloom, F. & Traub, N. (2005). Recipe for Reading: Intervention Strategies for Struggling Readers. Cambridge: Educator's Publishing Service.

Phoneme Grapheme Card Pack (IMSE), either large or small cards

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through Grade 3. http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21

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

Required Resources
Blackboard: This course will be delivered face-to-face and on GMU's Blackboard platform. In addition, required readings will be posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

Group Work: In addition to in-class group work, students will use Blackboard Collaborate and Blackboard Discussion Boards to complete assignments. If you are not familiar with Collaborate or the Discussion Boards, please complete the tutorials available on Blackboard.

Email: Students are required to activate, monitor, and use their GMU email accounts when corresponding in and about the course. Per university policy in compliance with federal law, faculty will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts. Any announcements regarding the course will be sent to your GMU account and will appear on Blackboard. Faculty will attempt to respond to individual emails within 48 hours, excluding weekends.

Additional Readings
Additional readings will be posted on Blackboard.

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 564, the required PBA is Case Study Analysis. 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 is not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations Header
Performance-based Assessment (Tk20 submission required)
Case Study Analysis
Using assessment data from a case study presented to candidates of a student with a specific learning disability in reading, the candidate will interpret findings, plan for progress monitoring, and design targeted instruction.

1. Using case study data, accurately interpret a test and subtest scores to describe a student's patterns of strengths and weaknesses and instructional needs in the areas of phonology, phonics and word recognition, and fluency.
    a. Provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
    b. Recommendations for Accommodation
    Consider the assessment results and make a judgment about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.
    c. Recommendations for Instruction
    Make recommendations for individualized instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

d. Identify one goal for each of the areas of Decoding/phonic, word recognition, and fluency.

2. Instruction
    a. Using the three goals for individualized instruction as your guide, describe a general plan for individualized instruction for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.
    b. Design three complete lesson plans, using information from the course. One lesson should address phonology; another phonics and word recognition, and another fluency.

3. Progress monitoring
    a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures) to monitor the progress of the student toward the two goals you identified.
    b. Describe the probes and procedures (in brief form) that you would use.
    c. Identify the frequency of your assessment and how you would use the information gathered.
    d. Identify how you would make decisions about instruction based upon the data gathered.

College Wide Common Assessment (Tk20 submission required.)
N/A

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

Other Assignments/Fieldwork Experience
Test Review Activity—Candidates will review standardized tests and subtests related to phonology, phonics and word recognition, and fluency. In an essay critique, candidates will identify rationale, purposes, scores, and instructional information for at least two standardized reading tests. In addition, candidates will comment on feasibility and use of information in structured supplemental instruction.

Assistive Technology—Candidates will review and evaluate a variety of assistive technologies for reading. Candidates will identify purpose, contextual needs, and cost of devices, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the impact of the use of the device on long-term reading outcomes for students with learning disabilities.

Course Policies and Expectations
Attendance/Participation
Attendance and Participation (25 points): Attendance is critical and class time will provide opportunities for (a) demonstration, (b) hands-on activities, (c) reflection on readings, class activities and assignments, and (d) applications or extensions related to assigned readings. Active participation in all activities is expected and will be evaluated. In-class activities will

build upon readings. Occasionally, student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time.

Each student is allowed one absence with no deductions. Two tardy/early departures are equal to 1 absence. Beyond that, one point will be deducted for each absence, up to a total of 10 points. Please communicate with your instructor as soon as possible prior to any/all tardy and absences.

Class Participation Rubric:

Excellent (25 pts.)	Competent (15-24 pts.)	Minimal (below 15 pts.)
The student: • Actively questions, observes and reflects on readings and discussions • Participates actively in small group activities	The student: • Occasionally questions, observes and reflects on readings and discussions • Participates actively in small group activities	The student: • Seldom questions, observes and reflects on readings and discussions • Does not participate actively in small group activities

Late Work

Assignments are due on the date indicated in the syllabus. If your instructor changes the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. Work turned in late with no extenuating circumstances previously made known to the instructor(s) will incur a 1 point deduction for each day late.

Grading Scale

Graduate Grading Scale	
A	95-100%
A-	90-94%
B+	86-89%
B	80-85%
C	70-79%
F	Below 70%

Grades of A and A-:

A grade of A or A- indicates that a student has performed at an exemplary level. The "A" range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; and meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic course requirements.

Evaluation:

Assignments/Grading Details will be posted on Blackboard	**Points**
1. Class Attendance and Participation	25
2. Test Review Activity	15
3. Assistive Technology Review Activity	15
4. *Designated Performance-Case Study Analysis and Instructional Plan	45
TOTAL	100

*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.

Class Schedule

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

Schedule EDSE 564 640 Summer 2017 – Loudoun Cohort			
Class #	Topic(s)	Readings/Resources	Assignments Due

1
5/23
 	
LO 1, 2, 3, 4
	• Syllabus Review
	  o Review course organizer principles
	• Rationale for multi-sensory, multi-modal instruction
	• Principles of direct explicit instruction
	  o Lesson formats
	• Activity: Phonetics
	• Concept of frustration, instructional & independent reading levels
	• The big picture: Introduction to Dynamic Assessment and intervention design and monitoring
		Ferrell & Sherman in Birsh (2011) Chapter 2 *Multi-Sensory Structured Language Instruction* **BB**	

2
5/30
 	
LO 5, 6, 7
	• Formal and Informal Assessments:
	  o Phonological/Phonemic Awareness
	  o Spelling
	  o Word recognition
	
	Hands-on Stations:
	• Spelling rules
	• Phoneme-Grapheme correspondence
	• Syllable types
	• High frequency & irregular words
		Mather & Wendling (2012) Chapter 5
		
		Materials – Have access to or hard copies of:
		• Critchlow Verbal Language Scale **BB**
		• CORE Phonemic Awareness test **BB**
		• Gallistel-Ellis Test of Coding Skills **BB**
		• CORE Phonics Assessment **BB**
		
		Work on how these will be recorded for PBA
			To be discussed prior to class: Please bring copies of the assessments you use in your school.
			
			A: Posting questions
			B: Responding to questions

3
6/6
 	
Expand LO 5, 6, 7
LO 10, 11, 12, 13, 15
	Hands-on Stations:
	• Review of Syntax & Semantics
	• Review of Narrative & expository prose
	
	• Part 1: Scaffolding data-driven multi-sensory instructional techniques integrating
	  o Phonological/Phonemic Awareness & Phonics
	  o Word Recognition
		<u>Mather & Wendling (2012) Chapter 6</u>
		
		Assessment of Decoding, Encoding and Reading Fluency
			A: Responding
			B: Posting

4 6/13 Expand LO 5, 6, 7 LO 10, 11, 12, 13, 15	Hands-on Activity: • Review of Morphemes • Part 2: Scaffolding data-driven multi-sensory instructional techniques integrating o Stages & Phases of Spelling Development ▪ Spelling error analysis o Handwriting	Mather & Wendling (2012) Chapters 7 & 8 **Resource:** Wolf, B. J. in Birsh (2011) Chapter 7 *Teaching Handwriting* **BB**	Test Review Activity Due: Place in folder A: Posting B: Responding
5 6/20 LO 5, 6, 7	• Formal and Informal Assessments: o Fluency o Vocabulary Knowledge o Comprehension ▪ Questioning ▪ Inference	Mather & Wendling (2012) Review Chapter 6 – section on fluency **Optional:** Will be addressed in class Palumbo & Willcutt in Samuels & Farstrup (2006) *Perspectives on Fluency ELLS and Students with Dyslexia* **BB**	A: Responding B: Posting
6 6/27 Expand LO 5, 6, 7 LO 11, 12, 13, 15	Exploration Activity: • Multi-sensory and other instructional techniques o Phonological/ Phonemic Awareness & Phonics o Spelling o Word Recognition o Handwriting	Mather & Wendling (2012) Chapter 9 Resource: https://www.readinga-z.com/alphabet/letter-formation-practice-sheets/	A: Posting B: Responding
July 4th **No face-to-face**			
7 7/11 LO 7, 8	• Guest Speaker (Geoff) • Assistive Technology to enhance access and learning	Mather & Wendling (2012) Chapter 10 Apps online assignment: 5 teams of 3 (sign-ups) Each team will evaluate and describe 6-8 apps **Bring computers** (for AT assignment) **PBA case study will be available on Black Board July 15th**	**AT assignment due at end of class** Submit to Dr. Nutt A: Responding B: Posting

8 7/18 **Online** **No face-to-face** LO 8, 16, 17, 18	• Complete Apps Evaluations		**App Evaluations:** • Each team will evaluate 6-8 apps (based on team size) using the App Evaluation Sheet. • Teams **must post app evaluations by 7-18-17.** • Place hard copies of your team's evaluations in your folders. • Each individual class member must ALSO review the app evaluations and comment on at least **3 apps**, describing how you might use it in your classroom with one or more of your students. Individual discussion board comments **must be posted by 7-23-17**.

9
7/25
 	
LO 18, 19, 20, 21, 22, 23
	Exploration Activity:
	• Multi-sensory & other instructional techniques
	  o Vocabulary Knowledge
	  o Spelling
	  o Fluency
	  o Comprehension
		Mather & Wendling (2012) Chapter 9	PBA due:
			• Submit hard copy in class
			• Upload to TK20

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see

http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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

Assessment Rubric :

***DESIGNATED PERFORMANCE-BASED ASSESSMENT**

	EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
Case Study	3	2	1
Provide an overall summary of the student's performance based on assessments data provided. Compare present level of functioning with grade level expectations for each area assessed, detailing student's strengths weaknesses. (IDA D5)	Candidate writes report that clearly and accurately summarizes the student's current skills in phonics, word recognition and fluency AND includes educational implications of current performance.	Candidate writes report that clearly and accurately summarizes the student's current skills in phonics, word recognition and fluency.	Candidate writes report that is NOT ACCURATE in summarizing student's current skills OR does not include one or more of the following areas: phonics, word recognition or fluency.
Recommend specific specialized instructional programming based on each area of student's weakness identified by the assessment data. (IDA D6)	Candidate writes appropriate, specific recommendations for instructional and educational programming based on assessment data. Candidate provides data-based rationale for each recommendation.	Candidate writes appropriate, specific recommendations for instructional and educational programming based on assessment data.	Candidate writes inappropriate recommendations for instructional and educational programming; candidate does not use assessment data to guide instructional recommendations.

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
Case Study	3	2	1
Design three complete lesson plans for phonological awareness (E-1:1-4)	Candidate designs a lesson that includes: • Explicitly stated goals for each activity with links to data • Activities that match a student's developmental level of phonological awareness • Activities that identify, match, blend, segment, contrast, substitute, and delete sounds • Activities that reinforce articulatory features of phonemes and words • Multi-sensory materials and activities with movement	Candidate designs a lesson that includes: • Explicitly stated goal for the activity but does not link to data • Activities that match a student's developmental level of phonological awareness • Activities that identify, match, blend, segment, contrast, substitute, and delete sounds • Activities that reinforce articulatory features of phonemes and words • Multi-sensory materials and activities with movement	Candidate designs a lesson that includes: • NO explicitly stated goal for the activity • Activities that DO NOT match a student's developmental level of phonological awareness • No activities that identify, match, blend, segment, contrast, substitute, or delete sounds. • NO activities that reinforce articulatory features of phonemes and words • NO multi-sensory materials or activities with movement

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
Case Study	3	2	1
Design three complete lesson plans (phonics and word recognition) (IDA E-2: 2-4)	Candidate designs a lesson that includes: • Description on how to explicitly and effectively teach concepts of word recognition and phonics AND links to student data • Simultaneous use of two or three learning modalities • Step-by-step lesson in decoding, both single-words and connected text, describing progression of decoding skills	Candidate designs a lesson that includes: • Description on how to explicitly and effectively teach concepts of word recognition and phonics (of single words, phrases, and connected text) • Simultaneous use of two or three learning modalities • Step-by-step lesson in decoding, both single-words and connected text, describing progression of decoding skills	Candidate designs a lesson that: • DOES NOT detail how to explicitly and effectively teach concepts of word recognition and phonics (of single words, phrases, OR connected text) • Uses only ONE learning modality • Incomplete steps in a decoding lesson, including single-word reading and connected text
Design three complete lessons (fluency) (IDA E-6: 2)	Candidate designs a lesson that: • Incorporates fluency-building activities into instruction at sub-word and word levels AND links choices to general curriculum needs • Uses variety of techniques to build fluency AND justifies choices with student data • Includes appropriate level of texts for fluency building AND justifies with student data.	Candidate designs a lesson that: • Incorporates fluency-building activities into instruction at sub-word and word levels but does not link to general curriculum needs • Uses variety of techniques to build fluency but does not justify with student data • Includes appropriate level of texts for fluency building but does not justify with student data	Candidate designs a lesson that: • Incorporates fluency-building activities into instruction at ONLY the sub-word OR word levels • Uses ONLY ONE technique to build fluency OR uses a technique that is NOT research-based • Includes inappropriate level of text for fluency building

	EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
Case Study	3	2	1
Describe use of informal assessment measures to monitor the progress of the student.	Candidate describes a progress monitoring plan that includes: • Description and examples of probes • Description of procedures • Identification of frequency of use of assessment • Identification of how instructional decisions would be made based on data • Rationale for decision-making rules	Candidate describes a progress monitoring plan that includes: • Description of probes • Description of procedures • Identification of frequency of use of assessment • Identification of how instructional decisions would be based on data	Candidate describes a progress monitoring plan that either DOES NOT include any of the following OR items are not linked to instructional objectives: • Description of probes • Description of procedures • Identification of frequency of use of assessment • Identification of how instructional decisions would be made based on data