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

Fall 2018
EDSE 562 650: Foundations of Reading Instruction for Students with Specific Learning Disabilities
CRN: 83470, 3– Credits

Instructor: Dr. Judith Fontana/Dr. Lynn Wiley	**Meeting Dates**: 10/2/2018 – 12/4/2018
Phone: Fontana-office 703-993-4496; Wiley-office 703-993-4580	**Meeting Day(s)**: Tuesday
E-Mail: jfontan1@gmu.edu hwiley@gmu.edu	**Meeting Time(s)**: 4:30 pm – 9 pm
Office Hours: Before/after class or by appointment	**Meeting Location**: Trailside Middle School, 20325 Claiborne Pkwy, Ashburn, VA; Room 619
Office Location: Krug Hall Suite 213	**Other Phone**: Fontana-cell: 571-277-3079; Wiley-cell: 571-217-0026

*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): None
Co-requisite(s): None

Course Description
Examines the characteristics of students with specific learning disabilities who demonstrate severe deficits in reading and written language. Addresses language development from an anatomical, physiological, and social perspective. Provides essential knowledge in language development. Examines the legislation that addresses the rights of students with disabilities. Offered by Graduate School of Education. May not be repeated for credit.

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.

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Course Delivery Method: Face to Face

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

Learner Outcomes

Student outcomes are aligned with International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading.

Upon completion of the course, teacher candidates/students will be able to:
Understand and explain the language processing requirements of proficient reading and writing.

1. Understand and explain other aspects of cognition and behavior that affect reading and writing.
2. Define and identify environmental, cultural, and social factors that contribute to literacy development.
3. Know and identify phases in the typical development progression of skills related to reading.
4. Understand and explain the known causal relationship among components of reading.
5. Know and explain how the relationships among the major components of literacy development change with reading development.
6. Know reasonable goals and expectations for learners at various stages of reading and writing development.
7. Understand the most common intrinsic differences between good and poor readers.
8. Recognize the tenets of the NICHD/IDA definition of dyslexia.
9. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
10. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities.
11. Identify how symptoms of reading difficulty may change over time.
12. Understand federal and state laws that pertain to learning disabilities.

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 E: Knowledge of Dyslexia and Other Learning Disorders.

Required Textbooks

Mather, N., & Wendling B. J. (2012). *Essentials of Dyslexia Assessment and Intervention.* Wiley: Hoboken, NJ.

Moats, L. C. (2010). *Speech to Print: Language Essentials for Teachers*. Baltimore, MD: Brookes.

National Research Council: *Preventing Reading Failure in Young Children* (1998). https://www.nap.edu/catalog/6023/preventing-reading-difficulties-in-young-children. You may download a pdf version of this book at no cost. (retrieved 8/25/18)

National Reading Panel Report (2000). http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf. You may download a pdf version of this book at no cost. (retrieved 8/21/18)

Fox, B. J. (2016). *Phonics & Word Study for the Teacher of Reading* (11th edition). Pearson ISBN 9780132838092

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

Dyslexia Toolkit (2012) This guide for parents provides basic information about dyslexia, common warning signs, and information on how to support your child with dyslexia at home and at school, using audio books and digital books, and accommodating students with dyslexia. (National Center for Learning Disabilities). http://www.readingrockets.org/guides/dyslexia-toolkit (retrieved 8/21/18)

The IDA Knowledge and Practice Standards for Teachers of Reading define what all teachers of reading need to know and be able to do to teach all students to read proficiently. The IDA Standards were written for two main audiences: classroom educators and dyslexia specialists. IDA has written separate narratives for each audience. https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk Teachers of Reading with Commentary for Dyslexia specialists. (retrieved 8/21/18)

Additional Readings
Readings not in required textbooks will be noted in the class schedule and available via link or text 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 standards 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 562, the required PBA is Student 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, the grade will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
Student Case Study Analysis, 15 points
Given case study material, students will:
a. Match student responses and learning behavior to phases in language and literacy development.
b. Explain how a weakness in identified component skills may affect other related skills and process across time.
c. Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade.
d. Identify the most salient instructional needs of the student.
Due: 12/2/18

College Wide Common Assessment (TK20 submission required) N/A
Performance-based Common Assignments (No Tk20 submission required) N/A

Other Assignments: Details and Rubrics are available on Blackboard

Jigsaw Activity, 25 points
Understanding Dyslexia: Articles on characteristics of dyslexia and other learning disabilities related to literacy
Steps 1, 2 & 3 Due: 10/30/18
Step 4 Due: 11/6/18

Legislative Protections Brochure, 15 points
Target audience: Families
Purpose: To explain the most fundamental provisions of federal and state laws pertaining to students with disabilities
Due: 10/16/18

Essay, 20 points
Describe the components of a comprehensive reading program. Explain how each component is reliant upon and supported by other components**.**
Due:11/27/18 Hardcopy

Certificate Program Portfolio, P/F
An electronic portfolio is to be maintained throughout the four courses of the certificate program. (Details on Blackboard.) You will be advised in each course what is applicable for your portfolio. The portfolio is a Pass/Fail assignment. Grades for each course will not be posted until the required portfolio item(s) have been added.

EDSE 562 Assignment Summary

Assignments/Grading	Points
Participation (includes the discussion board)	25
Case Study Analysis - PBA	15
Legislative Brochure	15
Essay: Comprehensive Reading Instruction	20
Jigsaw (online)	25
Portfolio Submission	P/F

Course Policies and Expectations: Attendance/Participation
Each student is allowed one absence with no deductions. Two tardies/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 tardies and absences.

In-Class Participation, 10 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. 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. Active participation is expected and will be assessed for each class session and at completion of online class activities. The following rubric will be used to determine participation.

Excellent (1 pt./class)	Competent (.5 pt./class)	Minimal (0 pts./class)
The student: • Actively questions, observes and reflects on readings and discussions • Actively participates in small group activities	The student: • Occasionally questions, observes and reflects on readings and discussions • Actively participates in small group activities	The student: • Seldom questions, observes and reflects on readings and discussions • Does not participate in small group activities

Discussion Board Participation, 15 points
Specific directions will be provided for full credit on these assignments.
1. Frame Activity (5 points)
2. Reading Reflections (2), as assigned (5 points each)

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. Late work that has not been previously been made known to the instructors, and without extenuating circumstances will result in a *1-point deduction for each day late.*

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

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 manner; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; 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 requirements of the course.

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

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

Class #	Topics/Module	Readings & Resources	Due this session
1 10/2/18 LO 13	• Team Building • Syllabus review • Mindset/Neuro-plasticity and implications for instruction • Learning disabilities and legislation. State and Federal Laws pertaining to students with disabilities (pertains to Legislative brochure assignment)	• Mindset/Neuro-plasticity and implication for instruction Lecture, video(s). • USDOE policy statement on dyslexia http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf	None Determine teams (of up to 3 people) for Legislative Protections assignment.
2 10/9/18 LO 1, 2	• Language Development: Anatomical and physiological basis of speech and language, reading and writing (LO 1, 2) • Language processing prerequisites for reading and writing (LO 1, IDA A1)	Moats (2010) Chapter 1: Why Study Language? **Available on Blackboard** • Polloway, Smith & Miller (2004) Chapter 2: Language Development from Infancy Through Adolescence. Pgs. 15-53.	None Jigsaw Teams organized no later than end of class today.
3 10/16/18 LO 1, 2, 4	• Language Development: Typical and atypical language; Environmental, social, cultural influences • Phases in typical developmental progression of skills related to reading • FRAME basics in the notetaking template required for HW.	**Available on Blackboard** • Hart & Risley (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator,* Spring 2003, 4-9. • Ferrer E., Shaywitz B., Holahan J., Marchione K., Michaels, R., Shaywitz S. (2015). Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence. *The Journal of Pediatrics*, 167; 5, 1121-1125.e2.	Submit hardcopy: **Legislative Protections for Students with Disabilities brochure** Team articles (for Jigsaw) will be posted on Blackboard. Reading groups for class 4 assigned.

Class #	Topics/Module	Readings & Resources	Due this session
4 10/23/18 LO 3, 4, 5	Share your Frame: Social, environmental and cultural factors that contribute to literacy development Lecture: Simulations SLD/Dyslexia Lecture: Language development-phonological and phonemic awareness as pre-reading skills.	Each student will be assigned a portion of the readings in class 3: Preventing Reading Failure (1998) American Academy of Sciences (online-free) Chapter 4 Pgs. 100-108 and 119-133 Chapter 5 Read and take notes on your assigned portion of the chapter. In class you will compare and share your notes. Chapter 3 will be addressed in class.	Prior to this class: Post individual notes by 10/20/18. Review each other's notes & reach a consensus on the key points to share with class. Post the final team consensus by 10/22/18. **Be prepared to share with other groups.** **Submit HARD COPY: Each individual is responsible for submitting their own completed frame at the end of class.**
5 10/30/18 **ONLINE** LO 2, 3, 4, 5, 8, 9, 10, 11, 12	Jigsaw Week: Team Collaboration Sessions • Teams work in groups that were organized in class on 10/9/18. • Work focuses on articles assigned to teams.		**Jigsaw: Each group will work together to complete Steps 1, 2, 3 and post on Blackboard by 9:30 pm on 10/30/18.**

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Class #	Topics/Module	Readings & Resources	Due this session
6 11/6/18 LO 5, 6, 7	• Literacy Instruction in the US: Overview the Reading Wars, Whole Language • Role and impact of the NRP • Comprehensive Literacy Instruction o Student Situation Analysis (Case Studies)	National Reading Panel Report (NPR): Executive Summary (online-free) https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf This link contains the entire document. Read only the introduction, pgs. 1-3 and the Executive Summaries in Chapters 2, 3, and 4. Pages are noted in the Table of Contents. Preventing Reading Failure (1998) American Academy of Sciences • Read Chapter 2, The Process of Learning to Read Resources: The content below will be covered in class. History of Reading in U.S. http://www.k12academics.com/reading-education-united-states/history-reading-education-us#.VumNC0Aeqex Examining the Historical Context for Teaching Reading http://ptgmedia.pearsoncmg.com/images/9780137055395/downloads/Vogt_Shearer_Ch_1.pdf	**Jigsaw:** **Step 4 should be posted online by class time on 11/6/18.**

7
11/13/18
 	
LO 8, 9, 10, 11, 12
	• Understanding Dyslexia:
	  o Historical Perspective
	  o Define
	  o Prevalence
	  o Diagnosis
	• The impact on literacy across other content areas
	  o Student Situation Analysis (Case Studies)
		Read Chapters 1-2 in Mather & Wendling (2012).
		
		Available on Blackboard:
		• Moats & Dakin (2008). *Basic Facts about Dyslexia* p 9-24	

No class **9/20/18 – Thanksgiving**			

Class #	Topics/Module	Readings & Resources	Due this session

8
11/27/18
 	
LO 8, 9, 10, 11, 12
	• Common intrinsic differences between proficient and struggling readers
	• Definition and severity continuum of dyslexia
	  o Including Dyslexia and Severe Learning Disabilities (SLD)
	• Readers changing instructional needs
	  o Student Situation Analysis (Case Studies)
		Review Chapters 3-4 in Mather & Wendling (2012).	**Due: Hardcopy Essay on the components of a comprehensive reading program**

9 12/2/18	PBA will be done in class	Bring your own computer. You will upload PBA directly to TK20 on the Blackboard site.	**Bring a hard copy of your Legislative Protection brochure to share.**

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 https://catalog.gmu.edu/policies/honor-code-system/).

• 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

- Students must silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Match student responses and learning behavior to phases in language and literacy development. (IDA, A4)	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language and provides rationale.	Candidate identifies accurate one to one match between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language.	Candidate does not identify accurate one to one matches between student responses and learning behavior and development in areas of phonology, phonics and word recognition, fluency, vocabulary, comprehension, and written language OR does not identify matches in all areas.
Explain how a weakness in identified component skills may affect other related skills and process across time. (IDA, A5)	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills AND provides evidence of how these impacts will affect school performance.	Candidate explains the impact of weaknesses in every identified component skill on related literacy and language skills.	Candidate does not explain the impact of weaknesses OR does not explain the impact of weaknesses in every identified component skill on related literacy and language skills.
Explain why the student is/is not meeting goals and expectations in reading or writing for his or her age/grade. (IDA A7)	Candidate provides accurate explanation for meeting/not meeting student goals that include evidence from case study and links to research findings.	Candidate provides accurate explanation for meeting/not meeting student goals that include evidence from case study.	Candidate does not provide accurate explanation for meeting/not meeting student goals OR does not include evidence from case study.
Identify the most salient instructional needs of the student. (IDA A6)	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study AND articulates the appropriate level of intensity of instruction needed.	Candidate accurately identifies and describes instructional needs of student, using evidence from the case study.	Candidate does not identify and describe instructional needs of student OR does not identify instructional needs that are appropriate for case study student.