

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Spring 2019
SD Reading, 3 Credits

Consortium Titles

- RU- EDSP 691 Emergent and Early Literacy for Students w Complex Language and Learning Needs
- VCU- TEDU 561 or SEDP 651: Reading Foundations
- NSU- SPE 542: Reading and Literacy Instruction
- ODU- SPED 675: Language and Emergent Literacy for Diverse Learners
- JMU- READ 566: Literacy Acquisition and Development of the Young Reader
- GMU- EDSE 557: Foundations of Language and Literacy for Diverse Learners
 - 557 D01 CRN: 21594; 557 6U1 CRN: 22528; 557 6Y1 CRN: 22497

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 1/22/2019 – 5/30/2019
Phone: 703-993-5469	Meeting Day(s): Tuesday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Online
Office Location: 206A Finley Bldg FFX	Instructing University: GMU

****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

GMU Course Description

Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Notes: Field Experience required 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.

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

This course will be delivered online (76% or more) using synchronous format via WebEx. All connection information is available on the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January, 21, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

General Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to Webex, their university email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam and headset microphone for use with the WebEx web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in and be present on camera for the entirety of all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with their university's Office of Disability Services and must provide the instructor with official notification letter of allowed accommodations from the Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (WebEx):

- **WebEx Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- **Web conferencing requirements:**
 - **You must have a working web camera and headset/microphone combination.**
 - Use your real name to sign in—no aliases, please.
 - Mute your microphone when not speaking.
 - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **WebEx requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
 - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

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

1. Describe language development and emergent literacy skills
2. Describe the nature, function, and rules of language.
3. Describe disorders and deviations in language and related areas.
4. Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
5. Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
6. Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
7. Identify and implement a variety of early reading comprehension strategies
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading;
9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks

Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Copeland, S.R. & Keefe, E.B (2018). *Effective Literacy Instruction for Students with Complex Support Needs*. Baltimore: Paul H. Brookes Publishing

Recommended Textbooks

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

Erickson & Koppenhaver, (2007). *Children w/Disabilities: Reading & Writing the Four-Blocks Way*. Greensboro: Carson-Dellosa Publishing Co

Required Resources

Access to Blackboard

Additional Readings

As Assigned and 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 557, the required PBA is Literacy Case Study Project. 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)

The performance-based assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description.

College Wide Common Assessment (TK20 submission required)

The college-wide common assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description.

Performance-based Common Assignments (No Tk20 submission required)

none

GMU Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an

online survey. This brief survey asks you to report about important features of your field experience placement.

Course Assignments

Performance-based Assessment (Tk20 submission required)

1. **Literacy Case Study 100 points** - This is a signature assignment for our program: Using actual observations of a target student, readings from class, class lectures, and your weekly lesson plans, describe your target student and their literacy history and develop a literacy plan. Write up this case study in an 8-10 page paper (minimum) using APA formatting and referencing. On the last night of class, you will present Part II The literacy plan in a final poster presentation (see the additional assignments for information on this part.) . **This assignment (without the poster presentation) must be uploaded to Blackboard and to TK20.**

The case study should specifically address each major component from lectures and readings. These include:

Part One: Literacy History

- a. Thorough description of the target student including present level of performance in literacy.
- b. Literacy experience and FAPE- barriers to literacy for your student and the impact of literacy/lack of access to literacy and literacy instruction on your student's life and educational history
- c. Literacy and communication - the relationship between literacy and communication and how this has impacted your student's life.
- d. A summary of your student's literacy across the four blocks.

Part Two: Literacy Plan

- a. Identify a range of literacy instruction you will put in place in your classroom and for your student for the next school year. This range of activities should cover the 4 Blocks of literacy. Include both instructional strategies as well as activities that you will use to teach each of the blocks. [Think of this as the curriculum – the broad knowledge that you want your student to have]
 - i. Self – Selected reading (include titles of the some of the texts YOU will introduce/use as well as some you might have available for this block)
 - ii. Working with Words Block: How do you plan to address moving your student forward in this block (remember to discuss both automatic and mediated reading)
 - iii. Guided Reading: What reading comprehension skills will you be teaching your student and what strategies might you use to teach these skills (remember the difference between instructional strategies and activities)

- iv. Writing: How will you teach writing to this student?
- b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. [Think of this as an IEP type of goal – that targets a skill deficit that needs to be addressed so that the student can access the curriculum you presented above]
- c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP.
- d. AT- What assistive technologies will you incorporate into your literacy instruction for your student?
- e. End of paper logistics
 - i. Conclusion: You need to have a concluding paragraph summarizing your paper.
 - ii. References: you need a reference page which lists all of the sources that you used and cited in your paper.
 - iii. Appendix: include the 5 lesson plans you wrote for class in the appendix.

Poster Presentation and Write up: 50 points possible

After you have written your case study, you will create a poster on which you will highlight the following:

1. Description of your student
2. Literacy History/ current level
3. Your student’s literacy goal
4. A presentation of how you will cover the 4 blocks (you might want to highlight fun activities to share with your classmates)

During the final class session, we will conduct a poster presentation session. Your poster is worth 35 points.

During the poster session, you will fill out a “what I learned” form detailing what you personally learned from the poster presentations of your classmates. You will complete the form electronically and submit a copy to me by the end of the class session. The completed “what I learned” form is worth 15 points

In Class Assignments: 10 points each for a total of 100 points possible

There will be a total of 10 (ten) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group “project” or other assignment. Each of the assignments are worth up to 10 points. **In class assignments can NOT be made up .**

Class opening Assignments: 5 points each for a total of 50 points

There will be a total of 10 (ten) class opening assignments. Most classes will begin with a group assignment. You will be assigned to a group and will work with them for opening activities throughout the course. Class opening activities begin at 4:30 and must be submitted to the blackboard link by 4:45 each class period. Group members who are not present for the discussion / assignment will not receive credit for the assignment. **Opening class assignments can NOT be made up.**

Lesson Plans: Five lesson plans at 20 points each for a total of 100 points possible

As we cover the 4 blocks of writing you will be asked to turn in 1 – 2 lesson plans per block. Each lesson plan is worth 20 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab.

On Line Module: 50 points possible

During a 2 week spring break time you will have an on line module to complete. You may complete it during whichever week your university does not have spring break.

Assignment	Due Date	Points Possible
Guided Reading Lesson Plan	2/26	20
Sight Word Lesson Plan	3/12	20
On line Module	3/19	50
Phonics Lesson Plan	3/26	20
Writing Lesson Plan	4/2	20
Self-Selected Lesson Plan	4/16	20
Case study	4/23	100
Poster	4/30	35
What I learned Form	4/30	15
In class Assignments	Varied	100
Opening Class Assignments	Varied	50
Total points possible		350

Course Policies and Expectations **Attendance/Participation**

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

Since many of the classes involve activities, videos, discussion, etc., regular attendance is vital to gain maximum benefit. This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. If you are absent, your in class and class opening activity grade for that date will be 0. **In class and class opening Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc

Late Work

All assignments must be submitted on or before the assigned due date and time. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted from your grade for late assignments each day the assignment is late.

Other Requirements

Your camera must be on for each class and must be on your face. You need to use a computer (Mac or PC). Phones and tablets do not allow you to fully participate in groups. It is the student's responsibility to ensure that they are fully able to participate in all aspects of class by having access to a computer with a webcam and microphone.

Grading Scale

93 – 100% = A

90 – 92% = A-

80 – 89% = B

70 – 79% = C

< 70 = F

***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/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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/>

Class Schedule

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

Date	Topic	Assignments due by class time on this date	Readings These should be completed prior to class.
1/22	Course overview Why literacy?	none	none
1/29	Strategies in Literacy instruction / modifications	Introduction on Blackboard and information sheet due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 1 • <i>Article: Archer & Hughes 2011 Explicit Instruction Chapter 1 (Blackboard)</i> • <i>Article Burkhart, 2018 (Blackboard)</i> • <i>Article Agran, 2011 (Blackboard)</i>
2/5	Four block overview/ lesson planning		<ul style="list-style-type: none"> • <i>Cunningham, Hall & Sigmon</i> Overview • <i>Article: Ruppard, Gaffney & Dymond, 2015 (Blackboard)</i> •
2/12	Guided reading / Teaching comprehension strategies		<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 6 , 7 • <i>Cunningham, Hall & Sigmon</i> Guided Reading Block
2/19	Guided reading using comprehension strategies and Assessing guided reading		<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 8, 12 • <i>Article: Morgan, Moni & Jobling, 2009 (Blackboard)</i>
2/26	Working with Words- Sight words	Guided Reading Lesson Plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe Chapter 9</i> • <i>Cunningham, Hall & Sigmon</i> : Working with Words Block
3/5 & 3/12	On line module	Working with Words – Sight	<ul style="list-style-type: none"> • TBD and available on Blackboard

		words Lesson plan due	
3/19	Working with words Phonics	Online module due	<ul style="list-style-type: none"> • Article: <i>Finnegan, 2012</i> (Blackboard)
3/26	Working with words assessments	Working with words Phonics lesson plan due	
4/2	Writing		<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 10 • <i>Cunningham, Hall & Sigmon: Writing Block</i> • Article: <i>Calkins, 1994</i> (Blackboard)
4/9	Writing Wrap up & Self-Selected Reading	Writing Lesson Plan due	<ul style="list-style-type: none"> • <i>Cunningham, Hall & Sigmon: Self-Selected Reading Block</i> • Article: <i>Koppenhaver, Erickson & Skotko, 2001</i> (Blackboard)
4/16	Literacy & Communication throughout the day	Self-Selected Reading Plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 2, 11 • Article: <i>Ruppar, Dymond & Gaffney 2011</i> (Blackboard)
4/23	Inclusion & literacy	Case study	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 13, 14 • Article: <i>Lemons et al. 2016</i> (Blackboard)
4/30	"Poster" presentations	"poster" due	

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservices>

Inclement Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU 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 <http://ods.gmu.edu/>).
- 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/>.

Appendix
Assessment Rubric(s): Literacy Case Study

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Learner Description CEC/IIC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate provides limited demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.</p>	<p>Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that implicitly justifies the need for the development of goals and planned instruction.</p>	<p>Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.</p>
<p>Literacy History: Literacy Experience CEC/ICC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate fails to discuss the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>
<p>Literacy History: Literacy and Communication CEC/ICC Standards 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p>	<p>Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate provides an incomplete outline of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p>	<p>Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines evidence-based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p>	<p>Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines a clear plan for the instruction using a range of evidence-based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive</p>

			communication strategies or devices.
<p>Literacy History: Culture, Communication and Literacy</p> <p>CEC/ICC Standards 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate provides an incomplete discussion of the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.</p>	<p>Candidate discusses several specific effects of cultural and linguistic differences (family background, native language and culture) and establishes a clear link to the growth and development as related to communication and emergent literacy for learners with moderate to severe disabilities.</p>
<p>Selection of Target Skills</p> <p>CEC/IIC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate literacy goals that accommodate the student's individualized learning needs.</p>	<p>Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing age and ability appropriate literacy goals that accommodate the student's individualized learning needs.</p>	<p>Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate literacy that accommodate the student's individualized learning needs while also integrating communication, social, and life skills with academic curricula.</p>
<p>Literature Engagement</p> <p>CEC/ICC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate knowledge of the curricula and integrates limited range of literature, which may or may not include specialized materials, into the literacy instruction or does not select literature according to the characteristics of learners with moderate to severe disabilities.</p>	<p>Candidate uses knowledge of curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities.</p>	<p>Candidate uses knowledge of general and specialized curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. Candidate selects literature that reflects cultural, linguistic, and gender diversity.</p>
<p>Reading/Writing Instruction</p> <p>CEC/IIC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to develop an age-and ability-appropriate literacy instructional plan. Candidate does not specifically address the reading and writing skills within the curricula, and/or does not consider language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.</p>	<p>Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.</p>	<p>Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. In addition, Candidate demonstrates understanding of how to embed literacy instruction across the curricula.</p>

<p>Reading/Writing Instruction</p> <p>CEC/IIC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.</p>	<p>Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.</p>	<p>Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs. In addition, candidate describes instructional procedures, which include a plan for utilization of augmentative communication strategies and devices to facilitate communication and comprehension of instructional content.</p>
<p>Data Collection</p> <p>CEC/IIC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>Candidate provides an incomplete or partial outline for data collection within the instructional literacy plan. Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.</p>
<p>Assistive Technology</p> <p>CEC/IIC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p>	<p>Candidate fails to incorporate appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction that are specifically based on the needs of learners with moderate to severe disabilities.</p>	<p>Candidate incorporates appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities.</p>	<p>Candidate incorporates a range of appropriate low tech and high tech assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. These technology options support the student in reaching criterion for the identified literacy goals as well as improving student's behavior, independence level and/or social functioning.</p>