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

Summer 2019
EDE 565 650: Vocabulary, Comprehension, and Written Expression for Students with Specific Learning Disabilities.
CRN: 42641, 3 – Credits

Instructors: Dr. Judith Fontana and Dr. Linda Mason	**Meeting Dates**: 5/21/2019 – 7/23/2019
Phone: Judith (703) 993-4496; Linda (703) 993-5080	**Meeting Day(s)**: Tuesday
E-Mail: jfontan1@gmu.edu; lmason20@gmu.edu	**Meeting Time(s)**: 4:30 pm – 9 pm
Office Hours: by appointment	**Meeting Location**: Trailside Middle School, Room 619
Office Location: Judith Krug 231F; Linda Finley 208A	**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 564
Co-requisite(s): None

Course Description
Evaluates vocabulary, text comprehension, and written expression 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. 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

Learner Outcomes
(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)
1. Upon completion of the course, teacher candidates/students will be able to:
2. Understand the role of vocabulary development and vocabulary knowledge in comprehension.
3. Understand the role and characteristics of direct and indirect methods of vocabulary instruction.
4. Know varied techniques for vocabulary instruction before, during, and after reading.
5. Understand that word knowledge is multifaceted.
6. Understand the sources of wide differences in students' vocabularies.
7. Be familiar with teaching strategies that are appropriate before, during, and after reading.
8. Contrast the characteristics of major text genres.
9. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.
10. Identify in any text the phrases, clauses, sentences, paragraphs, and "academic language."
11. Understand levels of comprehension.
12. Understand factors that contribute to deep comprehension.
13. Identify students' levels of spelling development and orthographic knowledge.
14. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.
15. Understand the major components and processes of written expression and how they interact.
16. Know grade and developmental expectations for students' writing.
17. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
18. Interpret measures of written expression.

Professional Standards
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 C: Structured Language Teaching and D: Interpretation and Administration of Assessments for Planning Instruction.

Required Textbooks
Mason, L. H., Reid, R., & Hagaman, J. L. (2012). *Building Comprehension in Adolescents: Powerful Strategies for Improving Reading and Writing in Content Areas*. Baltimore, MD: Brookes. ISBN-13: 978-1598572100

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 are posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

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 565, the required PBA is Case Study Analysis. 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)
Designated Performance-based Assessment Description: Rubric is at the end of this document.

Case Study Analysis

Using assessment data from a case study of student with a specific learning disability in reading, the candidate will interpret findings, set goals, plan for progress monitoring, and design targeted instruction. Reporting forms will be provided. The instructor will provide case study materials.

1. Using case study data, accurately interpret formal or informal tests and subtest scores to describe a student's patterns of strengths and weaknesses and instructional needs in the areas of vocabulary, text comprehension, and written expression.
    a. Present data and provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level (SOL) for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
    b. Recommendations for Instruction
    Consider and note student identified interests, preferred learning environments, and any cultural and linguistic factors. Make recommendations for specifically designed instruction/ interventions based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based.
    c. Based on the assessment data, draft one goal for each for vocabulary (word meanings), text comprehension, and written expression.

2. Instruction

a. Describe and/or name an evidence based strategy for an individualized intensive intervention for each of the three goals for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of intervention implementation.
b. Three instructional sessions/lessons to address each of the 3 goals vocabulary-teach and/or recall word meanings; text comprehension, written expression. (total of 9 plans.)
c. Lesson plans for intensive intervention must be scaffolded and sequential and include only procedures, materials and formative assessment pertaining to the intensive intervention.

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 each of the three goals you identified.
b. Describe the probes and procedures (in brief form) that you would like to 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)
None

Performance-based Common Assignments (No Tk20 submission required)
None

Other Assignments

Discussion Board:
Posts and responses will also be part of Participation points noted in Attendance/Participation below (up to 12 points). Students will either post or respond to discussion board questions based upon the assigned readings. Assigned posts (no more than 2 questions) Posting- 2 points, Responses- 1 each

IRIS Modules:
Students will review 4 IRIS Modules, completing each Module activity as assigned. More information to be provided in class.

https://iris.peabody.vanderbilt.edu/module/csr/
https://iris.peabody.vanderbilt.edu/module/sec-rdng/
https://iris.peabody.vanderbilt.edu/module/sec-rdng2/

Select one of the following PALS Modules – K-1, Grades 2-6, or High School
http://irisdashboarddemo.org/module/palsk1/
https://iris.peabody.vanderbilt.edu/module/pals26/
http://irisdashboarddemo.org/module/palshs/

Assistive Technology Review
Students will review and evaluate a variety of assistive technologies or APPs that support learning and practice of word analysis, vocabulary, spelling, and written language skills. Candidates will identify purpose, contextual needs, and cost of devices/ APPs, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the anticipated impact of the use of the device on long-term reading outcomes for students with learning disabilities. A

total of 8 entries are required. No more than 4 can be APPs. A reporting form will be provided and the assignment will be completed during a class session.

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 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.

Excellent (20-25)	Competent (12-17)	Minimal (<12)
The student:	The student:	The student:
ï Actively questions, observes and reflects on readings and discussions	ï Occasionally questions, observes and reflects on readings and discussions	ï Seldom questions, observes and reflects on readings and discussions
ï Participates actively In small group activities	ï Participates actively In small group activities	ï 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 will incur a 1 point deduction for each day late.

Grading Scale

Assignments/ Grading	Points
Class Attendance and Participation	25
Discussion Board	15
IRIS Modules	20
Assistive Technology Review Activity	10
Case Study Analysis and Instructional Plan	30
	100

To compute final course grades divide "earned points" by "possible points" for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 70-76%	F = > 70%

*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 <u>must</u> 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
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Class and Date	Topics	Readings & Resources	Assignments Due
#1 May 21	Syllabus Review Vocabulary What to teach Informal assessment (linked to PBA) Strategies for vocabulary instruction	Vocabulary LINCing Routine Posted on Blackboard. Handouts/materials will be posted on Blackboard	
#2 May 28	Learning and Recalling Vocabulary Morphology, Keyword mnemonics	DLD/DR Alert and TBD readings/handouts on Blackboard	Discussion Board
#3 June 4	Comprehension (Overview and Assessment) PBA overview Comprehension	Concept Comparison and TBD readings/handouts on Blackboard	Discussion Board **PBA vocabulary case Due to Fontana for review**
#4 June 11	Comprehension (Strategies and Self-Regulation)	Mason, Reid, & Hagaman Chapters 1 - 7	Discussion Board
#5 June 18	Technology for Reading and Writing	TBD readings/handouts on Blackboard	Discussion Board **PBA Comprehension segment due to Fontana for review.**
#6 June 25	Sentence Writing	TBD readings/handouts on Blackboard	Discussion Board **AT Review Due to Brady –**

			Submit on Blackboard.
July 2	NO CLASS – HAPPY 4TH OF JULY		
#7 July 9	On-Line Class	4 IRIS Modules – Challenge, Initial Thoughts, Perspectives & Resources, Wrap Up, and Complete the Assessment	Discussion Board
#8 July 16	Written Expression	Mason, Reid, & Hagaman Chapters 8 – 10 & 12	Discussion Board **IRIS Assessments Due to Mason – Submit on Blackboard.**
#9 July 23	Multi-component Instruction Content Enhancements	Mason, Reid, & Hagaman Chapters 11 TBD readings/handouts on Blackboard	Discussion Board **Writing Case PBA Due to Fontana for review. All segments to be uploaded to TK20 by July 27.**

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 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
*DESIGNATED PERFORMANCE-BASED ASSESSMENT

Case Study Analysis ASSESSMENT RUBRIC

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
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. (IDA D5) Appendix A: Data Table and Narrative	Candidate writes a report that: • Clearly presents assessment data • Writes a narrative that clearly and accurately summarizes the student's current skills in knowledge of the meanings of content vocabulary, reading comprehension and written expression AND • includes educational implications of current performance. Candidate cites course material or current research evidence into report in support of summary and educational implications.	Candidate writes a report that: • Clearly presents data • Writes a narrative that clearly and accurately summarizes the student's current skills knowledge of the meanings of content vocabulary, reading comprehension and written expression AND • includes educational implications of current performance.	Candidate writes report that is incomplete or NOT ACCURATE in : summarizing student's current skills and educational implications OR does not include one or more of the following areas in the summary: knowledge of the meanings of content vocabulary, reading comprehension and written expression.
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. (IDA D6) Appendix A: Intervention Table	Candidate writes appropriate, specific recommendations for instructional interventions based on assessment data. That include: • Name of the intervention, material, strategy or program • Description of the intervention • Number of intervention session/week • Names the intervenor Candidate provides data-based rationale for each recommendation. Candidate references course material or current research evidence to support instructional decisions.	Candidate writes appropriate, specific recommendations for instructional interventions based on assessment data. That include: • Name of the intervention, material, strategy or program • Description of the intervention • Number of intervention session/week • Names the intervenor Candidate provides data-based rationale for each recommendation.	Candidate writes inappropriate recommendations for instructional and educational programming based on data OR candidate does not specify interventions for each area.
Design three complete lesson plans for teaching and recalling word meanings (vocabulary) (E-4:2)	Candidate designs a sequence of three lessons that include: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of content vocabulary words	Candidate designs a sequence of three lessons that include: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of	Candidate designs lessons that DO NOT include one or more of the following: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach and/or recall the meanings of

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
	• Simultaneous use of two or three learning modalities • Formative assessment Lessons reflect student data. Candidate references course material or current research evidence to support instructional decisions.	content vocabulary words • Simultaneous use of two or three learning modalities • Formative assessment Lessons reflect student data.	content vocabulary words • Simultaneous use of two or three learning modalities • Formative assessment • Lessons do not reflect student data.
Design three complete lesson plans (text comprehension) (IDA E-5: 1)	Candidate designs a sequence of lessons each of which addresses reading comprehension that include a: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach • Use variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data • Includes appropriate level of texts for instruction and practice. Candidate references course material or current research evidence to support instructional decisions.	Candidate designs a sequence of lessons each of which addresses reading comprehension that include a: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach: • Use variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data • Includes appropriate level of texts for instruction and practice.	. Candidate designs lessons that DO NOT include one or more of the following: • Description/ and or name of instructional procedures proposed to explicitly and effectively teach • A variety of techniques and/or strategies to increase reading comprehension before, during and after reading. • Reflects student data • Includes appropriate level of texts for instruction and practice.
Design three complete lessons (written expression) (IDA E-6: 2)	Candidate designs lessons reflecting student data that include, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes. • Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text. • Candidate includes instruction on generalization of the writing strategy in instruction. • Candidate references course material or current research evidence to support	Candidate designs lessons reflecting student data that include, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes. • Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text. • Candidate includes instruction on generalization of the	. Candidate designs lessons that DO NOT include one or more of the following: • Reflects student data • Includes, as appropriate, activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes. • Candidate describes and/or names a research-based writing strategy for planning, revising, or editing text.

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
	instructional and education programming recommendations.	writing strategy in instruction.	• Candidate includes instruction on generalization of the writing strategy in instruction.
Describe use of informal assessment measures to monitor the progress of the student. Appendix A: Baseline/Goals Table & Progress Monitoring Plan	Candidate describes a progress monitoring plan that includes: • Description and examples of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions 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 assessment • Identification of how would make instructional decisions 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 assessment • Identification of how would make instructional decisions based on data