



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

Spring 2020

EDSE 503 658: Language Development and Reading

CRN: 21888; 3 Credits

Instructor: Dr. Meghan Betz	Meeting Dates: 1/7/2020 – 3/3/2020
Phone: (571)814-0557 (cell)	Meeting Day(s): Tuesday
E-Mail: mbetz1@gmu.edu	Meeting Time(s): 4:30 pm – 9 pm
Office Hours: By Appointment	Meeting Location: Off Campus
Office Location: Virtual	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): None

Co-requisite(s): None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your 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

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

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging

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

Required Textbooks

- Berkeley, S., & Taboada Barber, A. (2014). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore: Brookes Publishing.
- Fox, B. J. (2013). *Phonics and structural analysis for the teacher of reading*. (11th edition). Columbus, OH: Prentice Hall.
- Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading Problems: Assessment and Teaching Strategies*. (7th edition). New York, NY: Pearson.

Recommended Textbooks

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. 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)

• Informal Reading Inventory

- Guidelines, materials, and course grading rubric will be posted on Blackboard
- CAEP Rubric attached

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

- **Self-paced completion of Phonics workbook (Author: Fox)**
 - In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. *Plan to turn in the Fox text at the beginning of the class session on the due date (you will receive the book back at the end of class). Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.*

- **503 Final Exam**
 - The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

***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.

1. 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.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

- **Mid-Term Exam**
 - The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.
- **Fluency Module**
 - You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.
- **Spelling Module**
 - You will complete an online module that will help you **prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**
- **Infographic**
 - For this assignment, you will create an infographic. Exemplars and a rubric will be provided on Blackboard. You may choose another format if you prefer (e.g., essay, blog, PowerPoint, etc.) You will identify the 5 major components of effective reading instruction, identify examples of difficulty in each area, and two ideas to target those needs.
- **Poster Presentation & Handout**
 - For your final presentation, you will choose an evidenced-based teaching method to review and present in class. The teaching method should be selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method must be approved by the instructor. A rubric will be posted on Blackboard.

Course Policies and Expectations

Attendance/Participation

Students are expected to arrive on time, stay for the duration of class, and participate in our discussions and activities. You can only earn your participation points if you are present and participating! Missing 2 classes will result in a reduction of half a letter grade from your final grade. Missing 3 classes will result in a full letter grade deduction from your final grade. More than 3 absences will result in no credit for this class.

If an emergency arises and a student misses class, it is the student's responsibility to contact the instructor and turn in any assignments due before midnight that same day. Please make arrangements with a colleague (classmate) to collect any handouts and to follow up with about what you missed in class.

Late Work

For each day an assignment is late, 5% will be deducted. Assignments will not be accepted if they are more than 3 days late.

Other Requirements

YOUR GMU EMAIL ADDRESS AND THE INSTRUCTOR'S GMU EMAIL ADDRESS ARE THE ONLY EMAIL ADDRESSES THAT WILL BE USED FOR COMMUNICATION IN THIS COURSE. Student email is accessed at <http://masonlive.gmu.edu>. ALL communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about assignments.

Grading Scale

A/A+ = 95-100 %	C = 70-79%
A- = 90-94%	B = 83-84 %
B+ = 85-89%	F = 69% and below
B- = 80-82%	

Final Grade Breakdown

ATTENDANCE & PARTICIPATION	/10
FOX WORKBOOK	/10
READING CASE STUDY	/35
INFOGRAPHIC	/20
FLUENCY MODULE	/5
SPELLING MODULE	/5
MID-TERM	/5
FINAL	/5
POSTER AND HANDOUT	/5
	/100

***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

Class Schedule

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

Date	Topic	Readings/Assignments Due
1: January 7, 2020	Course Introduction Oral Language Development	Berkeley: Chapter 1 Jennings: Chapter 2
2: January 14, 2020	Populations at Risk Introduction to Systematic Reading Instruction	Berkeley: Chapter 2 Jennings: Chapter 2 Putting Reading First (posted on Blackboard)
3: January 21, 2020	Early Literacy IRIs IRI Project Overview	Jennings: Chapters 3, 4, 5, 7
4: January 28, 2020	Beginning Reading Phonics Early Decoding Advanced Word Reading	Jennings: Chapter 8 Listen to Reading Rockets Podcast (Posted on Blackboard)

5: February 4, 2020	Reading Fluency Vocabulary	TURN IN COMPLETED FOX BOOK MIDTERM in class Jennings: Chapters 9, 10 Berkeley: Chapter 3
6: February 11, 2020	Comprehension IRI Project Update/Work time	Jennings: Chapter 11,12 Berkeley: 4, 5, 6, 7
7: February 18, 2020	Writing Motivation Diverse Learners	Jennings: Chapters 13, 14 Berkeley: 8 INFOGRAPHIC DUE
8: February 25, 2020	Final Exam Review Poster Presentations	POSTER AND HANDOUT DUE
9: March 3, 2020	Final Exam	IRI Project Due

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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 Beginning special education professionals	Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of performance 	Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:	Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	<ul style="list-style-type: none"> relevant to literacy instruction, and/or the potential impact of the target student's language proficiency on reading and writing development 	<ul style="list-style-type: none"> the student's present level of performance relevant to literacy instruction, and the potential impact of the target student's language proficiency on reading and writing development 	<ul style="list-style-type: none"> the student's present level of performance relevant to literacy instruction, and the relationship between the target student's language proficiency and typical language development, and the potential impact of the target student's language proficiency on reading and writing development
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness. 	<ul style="list-style-type: none"> Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area. 	<ul style="list-style-type: none"> Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.
Reading & Writing Development:	<ul style="list-style-type: none"> Candidate fails to use assessment 	<ul style="list-style-type: none"> Candidate uses assessment 	<ul style="list-style-type: none"> Candidate uses assessment information to

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<p>information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.</p>	<p>information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.</p>	<p>identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.</p>
<p>Instructional Recommendations:</p> <p>CEC/IGC Standard 5</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices