



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

Fall 2020

EDSE 341 001: Language Acquisition and Reading Development

CRN: 80852, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 08/24/20 – 12/16/20
Phone: 703-993-9858	Meeting Day(s): Monday
E-Mail: kregan@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: as needed, contact me	Meeting Location: Fairfax; KH 17
Office Location: Finley 201B	Other Phone: Can share in class 1

❖ **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):

Recommended: EDSE 201 and EDSE 241

Co-requisite(s):

None

Course Description

Examines language and reading skills for typical and atypical students, and describes language and reading instruction for students with disabilities who access the general curriculum. Explores emergent literacy skills, sound and symbol relationships, spelling development, phonemic awareness, phonics, vocabulary development, and comprehension. Analyzes informal assessment methods to monitor students' reading progress.

Course Overview

EDSE 341 examines typical and atypical language, spelling, and reading skill development and instruction for students with disabilities who access the general curriculum. This course explores

emergent literacy skills, sound and symbol relationships, spelling development, phonemic awareness, phonics, vocabulary development, and comprehension. This course analyzes informal assessment methods to monitor students' reading progress.

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

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 341 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

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, students will be able to:

1. Understand the Virginia English Standards of Learning, as well as the complete nature of language acquisition as a precursor to literacy and the reciprocal nature of reading and writing.
2. Understand the typical development of linguistic competence in the areas of phonetics, semantics, syntax morphology, phonology, and pragmatics; and understand how they interact.
3. Describe reading skills of phonemic and phonological awareness, concept of print, phonics, syllabification, word attack, vocabulary development, fluency, and comprehension strategies as identified by the National Reading Panel.
4. Describe how stages of language and spelling development for typical students and students with disabilities impact decoding, encoding, reading, and writing development in the general curriculum.
5. Identify distinction between language delay/disorders of students with disabilities and language differences of students with diverse cultural and linguistic backgrounds.
6. Describe diagnostic decision-making based on assessments such as informal reading inventories, running records, developmental spelling assessments, and curriculum-based assessments to monitor the ongoing progress of students and the design and delivery of a balanced approach for students' specialized reading instruction.
7. Identify students' reading errors to guide instructional decision-making and to provide

feedback.

8. Identify effective ways to utilize assistive and instructional technology for students to access the general education curriculum.
9. Identify and describe research-supported instructional reading methods, including technological applications, appropriate to students with disabilities who access the general education curriculum.
10. Describe evidence-based practices to effectively teach early language and writing and reading skills, and remediate deficits in academic areas at the elementary, middle, and secondary levels for students with disabilities who access the general education curriculum.

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).

Required Texts

Carnine, D. W., Silbert, J., Kame'enui E. J., Slocum, T. A., & Travers, P. A. (2017). *Direct Instruction Reading* (7th ed.). Pearson.

Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th ed.). Pearson.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard- Class materials, additional readings, and activities will be posted and submitted on Blackboard.

Additional Readings

1. Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). Getting Started: The Assessment of Orthographic Development. In *Words their way: Word study for phonics, vocabulary, and spelling instruction* (pp. 25 – 48). Upper Saddle River, NJ: Pearson.
2. Polloway, E.A., Patton, J.R., & Serna, L. (2008). Introduction to Language, Speech, and Communication. In *Strategies for teaching learners with special needs* (pp.1-14).
3. Polloway, E.A., Patton, J.R., & Serna, L. (2008). Language Development from Infancy through Adolescence. In *Strategies for teaching learners with special needs* (pp.15-60).
4. Polloway, E.A., Patton, J.R., & Serna, L. (2008). Cultural Diversity and Language Differences. In *Strategies for teaching learners with special needs* (pp.61-89).
5. Torgeson, J. K. Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children. <https://www.readingrockets.org/article/catch-them->

they-fall-identification-and-assessment-prevent-reading-failure-young-children

6. Provost, M.C., Lambert, M. A., & Babkie, A. M. (2010). Informal reading inventories: Teacher-designed literature-based assessments. *Intervention in School and Clinic, 45*(4), 211-220.
7. Dombek, J. L. & Al Otaiba, S. (2016). Curriculum-based measurement for beginning writers (K-2). *Intervention in School and Clinic, 51*(5), 276-283.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 341, the required PBA is Informal Reading Assessment & Educational Assessment Report. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

- **Informal Reading Assessment and Educational Assessment Report**

(Directions and course grading rubric will be posted on BB for student use; CAEP Rubric attached. We will review these in class.)

College Wide Common Assessment (VIA submission required)

- N/A

Performance-based Common Assignments (No VIA 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 in writing each of the self-paced exercises in the text. Plan to turn in the Fox text at the beginning of the class session on the due date (your

book will be returned at the end of class). Full credit is given when evidence of completion of all assigned parts is submitted on time.

- **Mid-Term**

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

- **Final Exam**

The final exam will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled from 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>

Other Assignments

- **ONLINE ACTIVITY: Oral Language Modules (Virginia TTAC)**

You will complete 3 online modules and a follow-up assignment to assess your understanding of the content. The link for the modules is provided below and further explanation as to how to access the modules will be shared in class. **Full credit is earned when evidence of completion of all assigned parts are submitted on time. No partial credit will be given.** *The instructor will provide specific directions.*

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*,
<http://ttaconline.org/online-training-webshops>

- *Oral Language Development: Language Foundations, Part I*
- *Oral Language Development: Typical Development, Part II*
- *Oral Language Development: Developing Speech & Language Skills in the Classroom, Part III*

- **Chapter Quizzes (two)**

The purpose of each quiz is to demonstrate knowledge from the assigned readings. Quiz content includes multiple choice, true/false, and matching responses. There will be two quizzes over the semester.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all classes, arrive on time, stay for the duration of the class time, and be professional. As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Many of the activities and discussions we will have in class cannot be recreated outside of the class session. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. **Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.**

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading Scale (Final grade calculated by total earned points /100; fractions at .5 and above are rounded up to next letter grade)

Letter	Percent
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

Activities and Assignments	Points
Attendance and Participation	30
Fox Phonics and Word Study Complete (4 checks at 5 points each)	20
Mid-Term	15
Oral Language Modules (TTAC) Assignment	10
Quizzes (10 points each)	20
Final Exam	5
Total	100

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](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 Policies and Procedures (https://cehd.gmu.edu/students/polices-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	Class Topic	Readings Due for this Class	Assignments due
8/24	<ul style="list-style-type: none"> Course overview National Reading Panel, 2000 Assessment of Reading 		
8/31	<ul style="list-style-type: none"> Typical Language Development The Language of Language 	Fox, p. 11-15 Carnine, Chapter 2 Polloway, Chapter 1	Fox, Part 1-3

Labor Day No class Sep 7 th			
9/14	<ul style="list-style-type: none"> • Oral Language Development • Complete TTAC modules <p>***<i>Class to be on BB Collaborate</i></p>	Polloway, Chapter 2, pp. 15-34	TTAC modules assignment is due by end of class
9/21	<ul style="list-style-type: none"> • Early Literacy Skills (Phonological awareness and phonics) 	Carnine, Chapter 5 & 6	Quiz 1 on chapter readings
9/28	<ul style="list-style-type: none"> • Assessing Early Literacy Skills • English VA SoLs 		
10/5	<ul style="list-style-type: none"> • Mid-Term review • Fluency and Error Analysis • Assessing fluency skills 	Carnine, Chapter 16	Prepare for mid-term
10/13 (we meet Tuesday)	<ul style="list-style-type: none"> • Mid-Term • Vocabulary and Word Study • Assessing Word Attack skills 		
10/19	<ul style="list-style-type: none"> • Reading Comprehension • Assessment of Reading Comprehension 	Polloway, Chapter 2, pp. 35-58.	Fox, Part 4
10/26	<ul style="list-style-type: none"> • Formal & Informal Classroom-based Assessments of Reading 		
11/2	<ul style="list-style-type: none"> • Putting it all together: Informal Reading Inventory (IRI) • Scoring Practice 	Provost, M.C., Lambert, M. A., & Babkie, A. M. (2010). Informal Reading Inventories: Teacher-Designed Literature-Based Assessments	
11/9	<ul style="list-style-type: none"> • Orthographic Development • The Developmental Spelling Assessment (DSA) 	Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). Getting Started: The Assessment of Orthographic Development.	Quiz 2 on chapter reading Fox, Part 5, 6, and syllables of part 7

11/16	<ul style="list-style-type: none"> • Writing Assessments • Practice Scoring 	Dombek, J. L. & Al Otaiba, S. (2016). Curriculum-based measurement for beginning writers (K-2).	
11/23	<ul style="list-style-type: none"> • Watch and Discuss: “Assessment: On Track for Reading Success” recording from Reading Rockets 	Polloway, Chapter 3	Fox, Part 8
11/30	<ul style="list-style-type: none"> • Final Exam Review • Course Evaluations <p>****Class to be on BB Collaborate</p>		Informal Reading Assessment Administration and Educational Assessment Report
12/7	<ul style="list-style-type: none"> • Final Exam <p>**** Class to be on BB Collaborate</p>	Prepare for Final Exam	

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: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](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 [Disability Services \(https://ds.gmu.edu/\)](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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 Beginning special education professionals understand how exceptionalities may	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: <ul style="list-style-type: none"> • the student’s present level of performance 	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
interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	<p>relevant to literacy instruction, and/or</p> <ul style="list-style-type: none"> • the potential impact of the target student’s language proficiency on reading and writing development 	<p>relevant to literacy instruction, and</p> <ul style="list-style-type: none"> • 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: CEC/IGC Standard 4 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 information to 	<ul style="list-style-type: none"> • Candidate uses assessment information to 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	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.	identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	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.