



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

Fall 2021

EDSE 467 DL1: Foundations of Language and Literacy for Individuals with Severe Disabilities  
CRN: 83086, 3 – Credits

<b>Instructor:</b> Dr. Melissa Ainsworth	<b>Meeting Dates:</b> 8/23/2021 – 12/15/2021
<b>Phone:</b> 703-993-5469	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> mainswor@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> by Appointment and as posted on syllabus	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> 206A Finley Fairfax	<b>Other Phone:</b>

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s):**

None

**Co-requisite(s):**

None

**Course Description**

Examines the 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. Field experience required.

**Course Overview**

EDSE 467 examines the development of literacy and language skills for individuals with and without disabilities and focuses on how individuals learn to read and on how modifications and adaptations can provide literacy and language learning opportunities for individuals with severe disabilities. The connections between the diversity of communication styles in families and cultures, as well as first and second language acquisition, are emphasized.

## **Core Course Statement**

«Core Course»

### **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](mailto: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**

Are you familiar with Mason career resources? Email [speced@gmu.edu](mailto:speced@gmu.edu) to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

### **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 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](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on Monday, August 23<sup>rd</sup>.

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.

### ***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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](#)  
([https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems))

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate 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/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

### ***Expectations***

- **Course Week:**  
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 2X times per week. In addition, students must log-in for 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 a Mason 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 ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

Upon completion of this course, 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 typical literacy and language acquisition, including concept of print, explicit phonics instruction, syllables, morphology and phonology, fluency, and vocabulary development.
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 including fiction and non-fiction.
9. Demonstrate knowledge of best practices and strategies in reading instruction for individuals with severe disabilities as outlined in the Virginia English Standards of Learning.
10. Demonstrate knowledge of writing strategies and conventions to support composition.
11. Demonstrate understanding of the mechanics of written expression including proficiency in understanding the stages of spelling development and the writing process.

### **Professional Standards**

(Council for Exceptional Children [CEC] and the 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) and CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

### **Required Texts**

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 Texts**

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

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

### **Required Resources**

Access to Blackboard: microphone, camera for zoom

### **Additional Readings**

As assigned and posted on Blackboard in the *Additional Readings* folder.

### **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 467, the required PBA is Literacy Case Study Project. 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)**

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 (VIA submission required)**

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).

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

### ***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***

- 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. (see Blackboard for Detailed information about this assignment . **This assignment must be uploaded to Blackboard in the Assignment folder and to VIA** for as a BPA and as a College –wide assessment for total of 3 uploads
- 2. Poster Presentation – 35 points:** This assignment is based upon your Literacy case study and will be uploaded to both the Blackboard Assignment folder and to the Discussion Board for a Poster Presentation Session on the last night of class.
- 3. What I learned form: 15 points:** This form you will fill out on the last night of class during the poster presentation session where you will view and respond to your classmate’s poster presentations.
- 4. Lesson Plans: Four lesson plans at 50 points each for a total of 200 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 50 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.
- 5. Midterm: 50 points possible.**  
This test will cover all of the blocks covered including knowledge of what they cover and how to apply them to our population. Questions will cover the readings, the lectures and small group discussion topics, and lesson plan feedback covered as a group.
- 6. Small Group Participation: 5 points per week up to 10 weeks for a total of 50 points**  
Some weeks you will participate in a small group discussion led by the instructor. The discussion will be based upon the pre-recorded lecture that you will watch prior to class as part of your *readings*. You must also upload your completed copy of TQE’s based on the lecture by 4:30 pm each week and bring a copy of your TQE to small group for discussion. You must participate in the group session as well as upload your TQE’s to receive your points for the session.
- 7. Reading Check/Blackboard Activity: 60 points (5 points per week)**  
Each week as part of class time there will be a reading quiz or other online activity posted in the weekly content folder on Blackboard. These 5 point activities will be available beginning

at 4:30 each Thursday and will be due by 7:10pm of that day. They are intended to part of your 4:30 – 7:10 in-class time

### *Assignment Summary*

<b>Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
Guided Reading Lesson Plan		50
Sight Word Lesson Plan		50
Phonics Lesson Plan		50
Writing Lesson Plan		50
Midterm		50
Case study		100
Poster		35
What I learned Form		15
Small Group Participation (including TQE & Attendance)	As assigned @ 5 points each up to 10	50
Reading Check/Blackboard Activity	Weekly @ 5 points for 12 weeks	60
Total points possible		510

### **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 log in on time for their assigned small group time each week and stay for the duration of small group time.
- No points can be awarded for missed small group time.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

#### *Late Work*

All assignments are due posted to blackboard by 4:30 PM on the dates listed in the course syllabus. **\*\*Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.** Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does



not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

### ***Other Requirements***

You must be on camera and available for discussion during assigned class time (whole group or your assigned small group). You may not switch groups. You must reserve the entirety of the class time 4:30 – 7:10 for class. Small group times will change weekly and some weeks will be whole group.

### **Grading**

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%

**\*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/) (<https://cehd.gmu.edu/students/polices-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments

other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

<b>Date</b>	<b>Topic</b>	<b>Assignments due by class time on this date</b>	<b>Readings &amp; Pre-recorded Lectures</b> <b>These should be completed prior to class.</b>	<b>Small Group Assignments</b>
8/26	Course overview Why literacy?	BB Activity (1): Student Information Sheet due 7:10 pm	none	Whole group 4:30 – 7:10
9/2	Strategies in Literacy instruction / modifications	1. TQE (1) due 4:30 2. BB Activity (2) due 7:10 pm	<ul style="list-style-type: none"> <li>• <b>Pre-recorded lectures</b></li> <li>• <b>Text:</b> <i>Copeland &amp; Keefe</i> chapter 1</li> <li>• <b>Article:</b> <i>Archer &amp; Hughes 2011 Explicit Instruction Chapter 1 (Blackboard)</i></li> <li>• <b>Article</b> <i>Burkhart, 2018 (Blackboard)</i></li> <li>• <b>Article</b> <i>Agran, 2011 (Blackboard)</i></li> </ul>	<p>Small groups – see blackboard for group and time</p> <p>Complete weekly assignment in Blackboard when not in group</p>
9/9	Four block overview/ lesson planning	1. TQE (2) due 4:30 2. BB Activity (3) due 7:10 pm	<ul style="list-style-type: none"> <li>• <b>Pre-recorded Lectures</b></li> <li>• <b>Text:</b> <i>Cunningham, Hall &amp; Sigmon</i> Overview</li> <li>• <b>Article:</b> <i>Ruppar, Gaffney &amp; Dymond, 2015 (Blackboard)</i></li> <li>• <b>Article:</b> <i>Lemons et al. 2016 (Blackboard)</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 4:30 – 5:00 office time</li> </ul> <p>Small groups – see blackboard for group and time</p> <p>Complete weekly assignment in Blackboard when not in group</p>
9/16	Guided reading / Teaching comprehension strategies	1. Group TQE (3) due 4:30 2. BB Activity (4) due	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland</i> chapter 6 , 7</li> <li>• <b>Text:</b> <i>Cunningham, Hall &amp; Sigmon</i> Guided Reading Block</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	Small groups – see blackboard for group and time

<b>Date</b>	<b>Topic</b>	<b>Assignments due by class time on this date</b>	<b>Readings &amp; Pre-recorded Lectures</b> These should be completed prior to class.	<b>Small Group Assignments</b>
		7:10 pm		Complete weekly assignment in Blackboard when not in group
9/23	Guided reading using comprehension strategies and Assessing guided reading	<ol style="list-style-type: none"> <li>1. Group TQE (4) due 4:30</li> <li>2. BB Activity (5) due 7:10 pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland &amp; Keefe</i> chapter 8, 12</li> <li>• <b>Article:</b> <i>Morgan, Moni &amp; Jobling, 2009</i> (Blackboard)</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	<ul style="list-style-type: none"> <li>• 4:30 – 5:00 office time</li> </ul> Small groups – see blackboard for group and time  Complete weekly assignment in Blackboard when not in group
9/30	Working with Words-Sight words	<ol style="list-style-type: none"> <li>1. Group TQE (5) due 4:30</li> <li>2. BB Activity (6) due 7:10 pm</li> <li>3. <b>Lesson Plan</b> Guided Reading 5:00 pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland Chapter 9</i></li> <li>• <b>Text:</b> <i>Cunningham, Hall &amp; Sigmon</i> : Working with Words Block</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	Small groups – see blackboard for group and time  Complete weekly assignment in Blackboard when not in group
10/7	Working with Words continued	<ol style="list-style-type: none"> <li>1. Group TQE (6) due 4:30</li> <li>2. BB Activity (7) due 7:10 pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Pre-recorded Lectures</b></li> </ul>	<ul style="list-style-type: none"> <li>• 4:30 – 5:00 office time</li> </ul> Small groups – see blackboard for group and time  Complete weekly assignment in Blackboard

<b>Date</b>	<b>Topic</b>	<b>Assignments due by class time on this date</b>	<b>Readings &amp; Pre-recorded Lectures</b> These should be completed prior to class.	<b>Small Group Assignments</b>
				when not in group
10/14	Working with words Phonics	<ol style="list-style-type: none"> <li>1. Group TQE (7) due 4:30</li> <li>2. BB Activity (8) 7:10 pm</li> <li>3. <b>Lesson plan:</b> Working with Words – Sight words 5:00 pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Pre-recorded lectures</b></li> </ul>	<p>Small groups – see blackboard for group and time</p> <p>Complete weekly assignment in Blackboard when not in group</p>
10/21	Working with words phonics continued	<ol style="list-style-type: none"> <li>1. Group TQE (8) due 4:30</li> <li>2. BB Activity (9) due 7:10 pm</li> <li>3. <b>Lesson plan:</b> Working with words Phonics 5:00pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Pre-recorded Lectures</b></li> </ul>	<ul style="list-style-type: none"> <li>• 4:30 – 5:00 office time</li> </ul> <p>Small groups – see blackboard for group and time</p> <p>Complete weekly assignment in Blackboard when not in group</p>
10/28	Writing	<ol style="list-style-type: none"> <li>1. Group TQE (9) due 4:30</li> <li>2. BB Activity (10) 7:10 pm</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland</i> chapter 10</li> <li>• <b>Text:</b> <i>Cunningham, Hall &amp; Sigmon: Writing Block</i></li> <li>• <b>Article:</b> <i>Calkins, 1994</i> (Blackboard)</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	<p>Small groups – see blackboard for group and time</p> <p>Complete weekly assignment in Blackboard when not in group</p>
11/4	Writing Wrap up & Self-Selected Reading	<ol style="list-style-type: none"> <li>1. Group TQE (10) due 4:30</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Cunningham, Hall &amp; Sigmon: Self-Selected Reading Block</i></li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	<ul style="list-style-type: none"> <li>• 4:30 – 5:00 office time</li> </ul> <p>Small groups – see</p>

<b>Date</b>	<b>Topic</b>	<b>Assignments due by class time on this date</b>	<b>Readings &amp; Pre-recorded Lectures</b> These should be completed prior to class.	<b>Small Group Assignments</b>
		2. BB Activity (11) 7:10 pm 3. <b>Lesson Plan:</b> Writing 5:00pm		blackboard for group and time  Complete weekly assignment in Blackboard when not in group
11/11	Literacy & Communication throughout the day	1. Group TQE (11) due 4:30 2. BB Activity (12) due 7:10 pm 3. <b>Midterm</b> due by 11/12 midnight	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland &amp; Keefe</i> chapter 2, 11</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	Small groups – see blackboard for group and time  Complete weekly assignment in Blackboard when not in group
11/18	Inclusion & literacy	1. Group TQE (12) due 4:30 2. BB Activity (13) due 7:10 pm 3. <b>Case study 5:00pm</b>	<ul style="list-style-type: none"> <li>• <b>Text:</b> <i>Copeland &amp; Keefe</i> chapter 13, 14</li> <li>• <b>Pre-recorded Lectures</b></li> </ul>	Small groups – see blackboard for group and time  Complete weekly assignment in Blackboard when not in group
12/2	Final Thoughts LIVE Lecture “Poster” presentations	1. PowerPoint Poster 4:30pm 2. <i>What I learned</i> form due by 7:10 pm		Whole group 4:30 – 5:00  5:00 – 7:00 Individual Poster Presentations

## **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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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 “non-confidential 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](mailto:titleix@gmu.edu) ([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)

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
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.	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.	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.	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.
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.	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.	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.	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.
Literacy History: Literacy and Communication  CEC/ICC Standards 5	Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities.	Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines evidence-	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 selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	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.	based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	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 communication strategies or devices.
Literacy History: Culture, Communication and Literacy  CEC/ICC Standards 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.	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.	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.	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.
Selection of Target Skills CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	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.	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.	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.
Literature Engagement  CEC/ICC Standard 3  Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	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.	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.	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.
Reading/Writing Instruction  CEC/IIC Standard 3  Candidate uses knowledge of general	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	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	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

and specialized curricula to individualize learning for individuals with exceptionalities.	including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.	phonics, vocabulary, listening and reading comprehension and fluency.	phonics, vocabulary, listening and reading comprehension and fluency. In addition, Candidate demonstrates understanding of how to embed literacy instruction across the curricula.
Reading/Writing Instruction  CEC/IIC Standard 3  Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	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.
Data Collection  CEC/IIC Standard 4  Candidate uses multiple methods of assessment and data sources in making educational decisions.	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.	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 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.
Assistive Technology  CEC/IIC Standard 5  Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	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.	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.	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.