



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

Fall 2021

EDSE 341: Language Acquisition and Reading and Writing Development

CRN: 77987, 3 – Credits

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| Instructor: Dr. Kelley Regan (PhD student: Mrs. Amy Christy-Davila) | Meeting Dates: 8/23/2021 – 12/15/2021 |
| Phone: 703-993-9858 (office) | 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, Finley Bldg. Room 119 |
| Office Location: Finley 201B | Other Phone: Can share in class |

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

Prerequisite(s):

EDSE 201. Permission of instructor to override prerequisite may be granted with sufficient experience or knowledge in the field.

Co-requisite(s):

None

Course Description

Examines language, reading, and writing skills for typical and atypical students, and describes language, reading and writing 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 and writing 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

Did you know there is a student organization on campus for teacher candidates? Educators Rising Collegiate is a student organization for undergraduate students dedicated to the promotion of matters that educators are facing today. Join at [Mason360](#).

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. Identify 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. Describe the typical development of linguistic competence in the areas of phonetics, semantics, syntax morphology, phonology, and pragmatics; and explain how they interact.
3. Describe reading skills of phonemic and phonological awareness, concept of print, phonics, syllabification, word attack, vocabulary development, fluency, and comprehension and monitoring 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 and to advocate for appropriate services for students with disabilities.

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 explicit instruction, 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] 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); 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

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 (Bb) for additional course materials, assigned readings, and activities to be posted and/or submitted on Bb.

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. Moats, L. C. (2020). *Speech to Print* (3rd ed., pp. 1-23). Brookes Publishing.
3. Moats, L. C. (2020). *Speech to Print* (3rd ed., pp. 133-177). Brookes Publishing.
4. Polloway, E. A., Miller, L., & Smith, T. E. C. (2019). *Language Instruction for Students with Disabilities* (5th ed., pp. 13-45). Pro-Ed.
5. Polloway, E. A., Miller, L., & Smith, T. E. C. (2019). *Language Instruction for Students with Disabilities* (5th ed., pp. 47-67). Pro-Ed.

6. Gunning, T. G. (2018). *Assessing & Correcting: Reading and Writing Difficulties* (6th ed., pp. 203-273). Pearson Publishing.
7. National Institute for Literacy (2006). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3* (3rd ed.). Retrieved August 5, 2021, from www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read
8. Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644.
9. Berkeley, S. & Ray, S. (2020). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms* (pp. 33-52). Routledge.
10. Berkeley, S. & Ray, S. (2020). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms* (pp. 68-89). Routledge.
11. 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.
12. 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

Other Assignments

- **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/digitally each of the self-paced exercises in the text. Plan to turn in the Fox text (or provide digital evidence) 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. More clarity of the content will be provided in class.

- **Flash Card checks (two)**

The purpose of both flash card checks is to facilitate your organization for learning the new terminology of language or the ‘language of language’ throughout EDSE 341. You may choose your own method for preparing flash cards but each ‘card’ should include the provided term on one side and the definition with an example on the other side. Some recommended tools include index cards, Quizlet (web-based and app based), Flashcards Maker app, Anki flashcards on iOS, or GoodNotes function for flash cards, etc. A list of terms will be provided to you and the instructor will need to see evidence of completed flash cards during the ‘check’. A five-point rubric will be provided in class.

- **Advance Organizer checks (four)**

There will also be four Advance Organizer checks throughout the semester. Advance Organizers include visual guides (e.g., graphic organizers, KWL charts, cloze sentences, concept maps, pre-questioning techniques) used to provide an organizational framework in *advance* of learning new information. They can take many forms and are not always in text form, but in EDSE 341, the purpose is help you focus on information that is important and guide you to make connections with what you already may know. You will be provided an advance organizer (when indicated in the syllabus) and the expectation is to review this document before you read and engage with the organizer during and after reading (during discussions around the reading assignments) to assist with your comprehension of the content. You will be required to fill out missing information on each advance organizer and provide evidence of your completed advance organizer during the ‘check’. A five-point rubric will be provided in class.

Assignment Summary

| Activities and Assignments | Points |
|---|---------------|
| Attendance and Participation | 30 |
| Informal Reading Assessment & Educational Assessment Report | 35 |

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|---|------------|
| Fox Phonics and Word Study Complete (4 checks at 5 points each) | 20 |
| Mid-Term | 15 |
| Flash Card checks (2 checks at 5 points each) | 10 |
| Advance Organizer checks (4 checks at 5 points each) | 20 |
| Total | 130 |

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

| Letter | Percent | Total Points |
|--------|---------|--------------|
| A | 95-100% | 124-130 |
| A- | 90-94% | 117 -123 |
| B+ | 87-89% | 113- 116 |

| | | |
|----|--------|-----------|
| B | 83-86% | 108 - 112 |
| B- | 80-82% | 104 - 107 |
| C+ | 77-79% | 100 - 103 |
| C | 73-76% | 95 - 99 |
| C- | 70-72% | 91 - 94 |
| D | 60-69% | 78 - 90 |
| F | <60% | ≤ 77 |

***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.

| Date | Class Topic | Readings Due for this Class | Assignments due |
|---|--|--|---|
| 8/23 | <ul style="list-style-type: none"> Course overview Building Blocks for Teaching Children to Read Survey of Language Knowledge | | Bookmark this: https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read |
| 8/30 | <ul style="list-style-type: none"> Simple View of Reading model The Language of Language | Fox, p. 11-15 Moats (2020) Chapter 1 | Fox, Part 1-3 |
| Labor Day No class Sep 6 th | | | |
| 9/13 | <ul style="list-style-type: none"> Typical Language Development - Infancy through Adolescence English VA SOLs | Polloway, Miller, & Smith (2019) Chapter 2 | Advance Organizer #1 |
| 9/20 | <ul style="list-style-type: none"> Delay, Disorder, Difference Assessment of Students' Oral language | Polloway, Miller, & Smith (2019) Chapter 3 | Flash Card Check #1 |
| 9/27 | <ul style="list-style-type: none"> Early Literacy Skills (Phonological awareness and phonics) | Put Reading First, p.1-17 Berkeley & Ray Chapter 5 | Advance Organizer #2 |
| 10/4 | <ul style="list-style-type: none"> Phonics Instruction Assessing Early Literacy Skills Practice! | Gunning (2018) Chapter 8 <i>Preview/Skim Cool Tools: Informal Reading Assessments (2003)</i> | Fox, Part 4 |
| 10/12 *Note this is a TUESDAY | <ul style="list-style-type: none"> Mid-Term Fluency and Error Analysis Assessing fluency skills | Put reading First, p. 19-27 Hasbrouck & Tindal, 2006 | Flash Card Check #2 |

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|-------|--|---|---|
| 10/18 | <ul style="list-style-type: none"> • Vocabulary/Semantics • Assessing Word Attack skills • Morphology | <p>Put Reading First, p. 29-39</p> <p>Moats (2020), Chapter 5</p> | <p>Advance Organizer #3</p> <p>Bring assigned fluency/RR practice scoring to class</p> |
| 10/25 | <ul style="list-style-type: none"> • Putting it all together: Informal Reading Inventory (IRI) • Miscue Analysis | Berkeley & Ray (2020) Chapter 3 | Advance Organizer #4 |
| 11/1 | <ul style="list-style-type: none"> • Reading Comprehension • Assessment of Reading Comprehension | Provost, M.C., Lambert, M. A., & Babkie, A. M. (2010). | Bring assigned Word ID practice scoring to class |
| 11/8 | <ul style="list-style-type: none"> • Practice Scoring! • Simple View of Writing • Syntax and sentences | | Bring assigned comprehension practice scoring to class |
| 11/15 | <ul style="list-style-type: none"> • Orthographic Development • Tracking skills of writing • CBM-Written Expression Measures <p>https://www.interventioncentral.org/assessment/writing_assessment_elementary</p> | Dombek, J. L. & Al Otaiba, S. (2016). Curriculum-based measurement for beginning writers (K-2). | Fox, Part 5, 6, and syllables of part 7 |
| 11/22 | <ul style="list-style-type: none"> • The Developmental Spelling Assessment (DSA) • Practice Scoring! | Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). | |
| 11/29 | <ul style="list-style-type: none"> • Secondary case study/ies • Guest Lecture: Karen Moncure | | Fox, Part 8 |
| 12/6 | <ul style="list-style-type: none"> • Reading Day: Please work on your written Reports | | Contact Dr. Regan/Christy-Davila, as needed |

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|-------|---|--|--|
| 12/13 | <ul style="list-style-type: none"> • Course Evaluations • I Have, Who Has Review • Sharing Instructional Recommendations | | Informal Reading Assessment and Educational Assessment Report |
|-------|---|--|--|

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 \(titleix@gmu.edu\)](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 and Educational Assessment Report

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|--|--|---|
| <p>Student Background & Oral Language Development:</p> <p>CEC/IGC Standard 1</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> | <p>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and/or • the potential impact of the target student’s language proficiency on reading and writing development | <p>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <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 | <p>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <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 |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|--|---|--|
| <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. |
| <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 fails to use assessment 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. | <ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. | <ul style="list-style-type: none"> • Candidate uses assessment information to 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. |