



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

Fall 2022

EDSE 503 001: Language Development and Reading

CRN: 70514, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 8/22/22 – 12/14/22
Phone: 703-993-9858 (office)	Meeting Day(s): Mondays
E-Mail: kregan@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: Monday 2:30-4:00; email me for additional time, if needed	Meeting Location: Fairfax; KH 14
Office Location: Finley Room 201B	Other Phone: can share in class, as needed

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

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

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

Advising Contact Information

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

Advising Tip

Students in graduate programs must maintain a 3.00 GPA (B average), and grades of B- or better are required for all education coursework for licensure.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

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

Professional Standards

(Council for Exceptional Children [CEC] 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).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

Fox, B. J. (2016). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th ed.). Pearson.

Berkeley, S., & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms* (1st Ed.). Routledge. ISBN9780815352914

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. Dombek, J. L. & Al Otaiba, S. (2016). Curriculum-based measurement for beginning writers (K-2). *Intervention in School and Clinic*, 51(5), 276-283.
2. Delpit, L., & Dowdy, J.K. (2013). *Skin that we speak: Thoughts on language and culture in the classroom*. The New Press. (Chapters TBD)
3. Ganske, K. (2000). *Word Journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. (1st ed., pp. 27-42). Guilford Publications.
4. 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
5. Polloway, E. A., Miller, L., & Smith, T. E. C. (2019). *Language Instruction for Students with Disabilities* (5th ed., pp. 13-45). Pro-Ed.
6. <https://www.readingrockets.org/article/fluency-norms-chart-2017-update>

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

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 teach. 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 required form, as 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. 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. Note that you may NOT arrange your own 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 may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

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

Other Assignments

- **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 (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 503. 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 (three)**

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 503, 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

Attendance and Participation	30
Informal Reading Assessment & Educational Assessment Report (Part 1, Part 2, Part 3)	35
Fox Phonics and Word Study Complete (3 checks at 5 points each)	15
Mid-Term	15
Flash Card checks (2 checks at 5 points each)	10
Advance Organizer checks (3 checks at 5 points each)	15
Total Points:	120

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. *Each class session is worth 2 points.* 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%	114-120
A-	90-94%	108-113
B+	87-89%	104-107
B	83-86%	100-103
B-	80-82%	96-99
C+	77-79%	92-95
C	73-76%	88-91
C-	70-72%	85-87
F	<60%	≤ 84

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. 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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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
8/22	<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
8/29	<ul style="list-style-type: none"> • Simple View of Reading model • The Language of Language 	Fox, p. 11-15 Moats (2020) Chapter 1 Berkeley & Ray, Chapter 1	Fox, Part 1-2
Labor Day No class Sep 6 th			
9/12	<ul style="list-style-type: none"> • Typical Language Development - Infancy through Adolescence • English VA SOLs 	Polloway, E. A., Miller, L., & Smith, T. E. C. (2019). Chapter 2	Advance Organizer #1
9/19	<ul style="list-style-type: none"> • Delay, Disorder, Difference • Assessment of Students’ Oral language 	Delpit, L., & Dowdy, J. K. (2013).	Flash Card Check #1

	<ul style="list-style-type: none"> • GUEST SPEAKER: Dr. Meghan Betz; Time to talk speech therapy 	(Chapter TBD)	
9/26	<ul style="list-style-type: none"> • Early Literacy Skills (Phonological awareness and phonics) 	Put Reading First , p.1-17 Berkeley & Ray (2020) Chapter 5	Advance Organizer #2
10/3	<ul style="list-style-type: none"> • Phonics Instruction • Assessing Early Literacy Skills • Practice! • Interest inventory – Modeled (Parker visits) 	<i>Cool Tools: Informal Reading Assessments</i> (2003)	Fox, Part 3
10/11 *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: https://www.readingrockets.org/article/fluency-norms-chart-2017-update	Flash Card Check #2
10/17	<ul style="list-style-type: none"> • Vocabulary/Semantics • Assessing Word Attack skills • Morphology • GUEST SPEAKER: Jillian Lynch; ‘science of reading’ and ‘intensive reading instruction’ 	Put Reading First , p. 29-39 Berkeley & Ray (2020) Chapter 8	
10/24	<ul style="list-style-type: none"> • Putting it all together: Informal Reading Inventory (IRI) • Miscue Analysis 	Berkeley & Ray (2020) Chapter 3	Advance Organizer #3
10/31	<ul style="list-style-type: none"> • Reading Comprehension • Assessment of Reading Comprehension 	Berkeley & Ray (2020) Chapter 10 and 12	Fox, Part 4

11/7	<ul style="list-style-type: none"> The Developmental Spelling Assessment (DSA) 	Kathy Ganske's <i>Assessing Word Knowledge: The DSA</i> (see BB)	Begin drafting Part 1 of the report (Background and current functioning)
11/14	<ul style="list-style-type: none"> Orthographic Development Simple View of Writing Practice Scoring! 		Part 1 of Report is Due (Background and current functioning)
11/21	<ul style="list-style-type: none"> Syntax and sentences 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).	Draft part 2 of the report
11/28	<ul style="list-style-type: none"> TBD 		Part 2 of report is due (Describe tests and assessment results)
12/5	<ul style="list-style-type: none"> Course Evaluations I Have, Who Has Review 		Draft part 3 of the report (Summary and recommendations)
12/12	Informal Reading Assessment and Educational Assessment Report is due before 4:30 (upload to VIA) Put all three parts together to submit 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 VIA should be directed to viahelp@gmu.edu or <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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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.