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

Fall 2022
EDSE 597 DL1: Literacy for Severe Disability
CRN: 84783, 1 -6 – Credits

| | |
|---|---|
| **Instructor:** Dr. Melissa Ainsworth | **Meeting Dates:** 08/22/22 – 12/14/22 |
| **Phone:** *See Instructor Info* on Blackboard | **Meeting Day(s):** N/A |
| **E-Mail:** mainswor@gmu.edu | **Meeting Time(s):** N/A |
| **Office Hours:** by Appt**.** | **Meeting Location:** N/A; Online |
| **Office Location:** 206A Finley Fairfax | **Other Phone:** |

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

**Prerequisite(s):**
Recommended: Admission to program in Graduate School of Education.

**Co-requisite(s):**
None

**Course Description**
Provides advanced study on selected topic or emerging issue in Special Education.

**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).

**Course Delivery Method**
Learning activities include the following:
1. Online modules presented one at a time
2. Pre-recorded lectures
3. Independent reading

4.  Discussions on zoom
5.  Online assignments and Application activities
6.  Video and other media supports
7.  Research and presentation activities
8.  Electronic supplements and activities via Blackboard


This course will be delivered online (76% or more) using a hybrid format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. **Pre-recorded lectures and assignments will presented asynchronously.  However, participation in 6 scheduled 45 minute zoom meetings is required.** *The student and professor will negotiate and set the zoom meeting time and day at the beginning of the semester.  These dates and times will remain set unless one or the other party notifies the other in advance.* This course is not self-paced. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 15th

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](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

*Expectations*

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on the following Wednesday. Our synchronous meetings take place as indicated on the 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 one times per week to access pre-recorded lectures.  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. Individual modules will have specific dates to open and close.  Please see the course schedule.  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 Service.

## Professional Standards
Not applicable.

## 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

## Additional Readings
As assigned and posted on Blackboard

## 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 597, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)**
none

**College Wide Common Assessment**
**(VIA submission required)**
none

*Other Assignments*
1. **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 will be paired with a zoom meeting with me to go over it.  Each lesson plan has a different due date.
   Detailed descriptions of the directions for each lesson plan is found on blackboard under the Assignment Tab.
2. **Reading Check/Blackboard Activity:  points (15 points per module)**
   Each week of content there will be a reading quiz or other online activity posted in the content folder on Blackboard.  These 15 point activities will be available at the beginning of the module end of day on the date the module will close.
3. **Discussion Assignments:  60 points (6 @ 10 points each)**

*Assignment Summary*

| Assignment | Due Date | Points Possible |
|---|---|---|
| Guided Reading Lesson Plan | | 50 |
| Sight Word Lesson Plan | | 50 |
| Phonics Lesson Plan | | 50 |
| Writing Lesson Plan | | 50 |
| Reading Check/Blackboard folder Activities | @ 15 points each | 60 |
| Discussion Assignments | 6 @ 10 points each | 60 |
| Total points possible | | 320 |

**Course Policies and Expectations**

*Attendance/Participation*
**Attendance at 5 zoom sessions is mandatory**

*Late Work*
All posted work is due by the date listed in the module.  Late work will not be graded or discussed

**Grading**

      **93-100% = A**
      **90-92% = A-**
      **87-89% = B+**
      **80-86% = B**
      **70-79% = C**
      **< 70% = F**

**\*Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/).

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

**\*\* *The student and professor will negotiate and set the zoom meeting time and dates at the beginning of the semester.  These dates and times will remain set unless one or the other party notifies the other in advance***

| Date | Topic | Assignments | Readings & Pre-recorded Lectures<br>These should be completed prior to seminar |
|------|-------|-------------|-------------------------------------------------------------------------------|
| Seminar 1 | Strategies in Literacy instruction / modifications | | • ***Pre-recorded lectures***<br>• |
| Seminar 2 | Four block overview/ Guided reading / Teaching comprehension strategies | Blackboard activities (see folder) | • **Pre-recorded Lectures**<br>• ***Text****: Cunningham, Hall & Sigmon* Overview<br>• ***Text****: Copeland & Keefe* chapter 1<br>• ***Article****:*  Ruppar, Gaffney & Dymond, 2015 (Blackboard)<br>• ***Article****: Lemons et al. 2016*  (Blackboard)<br>***Article****:  Archer & Hughes 2011 Explicit Instruction Chapter 1   (Blackboard)* |

| | | | |
|---|---|---|---|
| | | | • *Article Burkhart, 2018 (Blackboard)*<br>• *Article Agran, 2011 (Blackboard)*<br>• *Text: Copeland & Keefe* chapter 8, 12<br>• *Article: Morgan, Moni & Jobling*, 2009 (Blackboard) |
| Seminar 3 | Working with Words | Blackboard activities<br><br>**Guided Reading Lesson Plan due 3 days before scheduled seminar** | • **Pre-recorded Lectures**<br>• *Text: Copeland* chapter 6 , 7, 9<br>• *Text: Cunningham, Hall & Sigmon* : Working with Words Block<br>• |
| Seminar 4 | Writing | Black board Activities<br><br>Sight word Lesson Plan due 1 week before seminar 5<br><br>Phonics lesson plan due 3 days before seminar 5 | • *Text: Copeland* chapter 10<br>• **Text**: *Cunningham, Hall & Sigmon: Writing Block*<br>• *Article: Calkins, 1994* (Blackboard)<br>• *Pre-recorded Lectures* |
| Seminar 5 | Writing Wrap up & Self-Selected Reading | Blackboard activities<br><br>Writing Lesson Plan due 3 days before seminar 6 | • **Text**: *Cunningham, Hall & Sigmon: Self-Selected Reading Block*<br>• *Pre-recorded Lectures* |
| Seminar 6 | Literacy & Communication throughout the day and Inclusion & literacy | Blackboard activities | • *Pre-recorded Lectures*<br>• **Text**: *Copeland & Keefe* chapter 2, 11, 13 14 |

## 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/).

## 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/).

- 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](mailto: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](mailto: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)**
Guided Reading Lesson Plan Rubric Part 1

| Element | Points possible | Points received | Comments |
|---|---|---|---|
| **Paragraph description is included.** | **1** | | |

| | | | |
|---|---|---|---|
| **Comprehension strategy being taught is clearly stated.** | 1 | | |
| **Lesson includes a strong objective** | 2 | | |
| **Lesson has a link /intro into the lesson** | 2 | | |
| **Lesson includes an *instructional* portion of the lesson that teaches students how to use the comprehension strategy addressed in the objective** | 6 | | |
| **Lesson includes guided practice that directly relates to the instruction** | 5 | | |
| **Lesson includes active learning that directly relates to the instruction** | 5 | | |
| **Lesson has a conclusion / definite end** | 1 | | |
| **Lesson makes sense for the students described in the paragraph** | 1 | | |
| **Lesson plan actually teaches *(not uses)* the comprehension strategy identified** | 1 | | |
| **Total points:** | 25 | | |