



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

Spring 2024

EDSE 641 684: Instructional Strategies for Reading and Writing

CRN: 23900, 3 – Credits

Instructor: Dr. Suzanne Brooks	Meeting Dates: 1/3/24 – 2/28/24 Woodson High School 9525 Main Street, Fairfax, VA 22031 Room A127
Phone: (Cell) 571-408-6352	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online/video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: sbrook7@gmu.edu	Meeting Day (s): Wednesday (In person 1/10; 1/24; 2/7; 2/28 only) (Online 1/3, 1/17, 1/31, 2/14, 2/21)
Office Hours: By appointment	Meeting Times: 5:15 pm – 9:45 pm
Office Location: Virtual	Meeting Location: Off-Campus/Online Instruction

Note:

- 1. 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.**

- 2. If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one of the online course offerings (EDSE 501, 517, 590) instead this semester. Any accommodation requests should be submitted to [Disability Services](#).**

Prerequisite(s):

EDSE 503 or EDSE 341

Co-requisite(s):

None

Course Description

Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required.

Course Overview

EDSE 641 integrates knowledge of research in language assessments and the components of quality reading instruction for planning well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualized instruction for students with disabilities. Implementation and application of reading and writing instruction is developed to support the learning of students with disabilities in all content areas.

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

Be sure to schedule your Praxis Teaching Reading: Elementary (5205) exam after completing EDSE 641. Passing scores are required for licensure and graduation. To register: <https://www.ets.org/praxis/prepare/materials/5205>. Students who already hold a full (not provisional) VDOE license may be exempt. See advisor for details.

Course Delivery Method

This course will be delivered using a hybrid format (face-to-face and virtual). The 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 a synchronous/asynchronous 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) and email password. The course site will be available on Wednesday, January 3rd, 2024.

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 \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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 may like to have a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - [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/](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our face-to-face meeting takes 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 3 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 Service.

Learner Outcomes

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

1. Identify and understand curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), assistive technology, accommodations, and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Identify and understand the structure and organization of reading and writing instruction in general education and other instructional settings representing the continuum of special

education services.

3. Demonstrate an understanding of foundational knowledge and the reciprocal nature of reading and writing that includes an appraisal of the complex nature of reading noted in the Virginia professional studies requirements. Skills include proficiency in a wide variety of comprehension, vocabulary, and writing strategies; as well as the ability to develop student proficiency and appreciation of a variety of literature and reading including fiction and nonfiction, independent reading, and writing across the curriculum.
4. Analyze and critique data-based modifications and specified accommodations to general or specialized instruction as needed to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.
5. Identify and apply assistive technologies to support instructional assessment, planning, and delivery of instruction for students with disabilities to access the general education curriculum.
6. Formulate and create individual educational planning and instruction for students with disabilities who access the general education curriculum including:
 - a. Essential concepts, vocabulary, and content across general and specialized curriculum.
 - b. Handwriting, use of writing conventions/mechanics (i.e., spelling, capitalization, punctuation, grammar), and sentence development.
 - c. Stages of the writing process and writing genres.
 - d. Accuracy, fluency, and comprehension in content text reading.
 - e. Cross-disciplinary knowledge and skills such as critical thinking and problem solving.
 - f. IEP specified accommodations within the general education classroom.
7. Evaluate research, individual abilities, interests, learning environments, and culturally and linguistically relevant curriculum and pedagogy in the selection, development, and adaptation of learning materials and experiences for students with disabilities who access the general education curriculum.
8. Apply course concepts to K-12 School settings through field -based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences).

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

Archer, A.L., & Hughes, C.A. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st ed.). Guildford Press. ISBN-13: 978-1609180416

(This textbook may be accessed through the GMU library online system.)

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). Powerful writing strategies for all students. Brooks. ISBN-13: 978-1-55766-705-2

Vaughn, S., & Bos C. S. (2020). Strategies for teaching students with learning and behavior problems (10th ed.). Pearson. ISBN- 13: 978-0134792019

Recommended Texts

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

Required Resources (All required resources can be found on the course Blackboard site.)

Mastropieri, M. & Scruggs, T., (2004). Improving attention and memory. In M. Mastropieri and T. Scruggs, *The inclusive classroom: Strategies for effective instruction* (pp. 283-301). Pearson.

The IRIS Center. (2023). A Reading Comprehension Strategy. <https://iris.peabody.vanderbilt.edu/module/csr/>.

The IRIS Center. (2023). Progress Monitoring: Reading. <https://iris.peabody.vanderbilt.edu/product/pmr/>

Reading Rockets. (2023). Types of Writing. <https://www.readingrockets.org/classroom/looking-writing/types-and-purposes-writing>

TEAL Center Fact Sheet No. 10: Self-Regulated Strategy Development. <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/strategydev>

Additional Readings (All additional readings found on the course Blackboard site.)

Datchuk, S. M. & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education, 34*, 180-192.

Ganske, K., Monroe, J. K., & Strickland, D. S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher, 57*(2), 118-128.

Grünke, M., & Leonard-Zabel, A. M. (2015). How to support struggling writers: What the research stipulates. *International Journal of Special Education, 30*(3), 137-149.

Mason, L.H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice, 23*, 103-112.

Stevens, E.A., Park, & Vaughn, S. (2018). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978-2016. *Remedial and Special Education*. <https://doi.org/10.1177/0741932517749940>.

Unrau, N.J. & Quirk, M (2014). Reading motivation and reading engagement: Clarifying commingled conceptions: *Reading Psychology*, 35, 260-284. <https://doi.org/10.1080/02702711.2012.684426>

Williams, K.J., Walker, M.A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 50, 286-297.

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/SLL (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/SLL.

For EDSE 641, the required PBA is Content Text Instructional Plan. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

Content Text Instructional Plan (70 points): Due 2/14

This project is designed to help you apply skills for integrating instruction when teaching content material in social studies/history, science or health. You will select a chapter from a content textbook for students between 6th and 12th grade (the text and chapter will be provided by the course instructor). You will develop an instructional plan for teaching a small section of content. Your plan will should address an anticipatory event, text structure, questioning, graphic organizers, vocabulary, reading comprehension before, during, and after reading; and writing. At least five research-based references should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your instructional plan will be directed to fellow teachers as if you were presenting an

instructional plan during a unit planning meeting with your colleagues. You will share a draft of this PowerPoint presentation with your peers. You will post the final PowerPoint presentation on Blackboard on the VIA link given under the Assessments tab. More information will be provided during the first class session and posted on Blackboard.

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 in this course is: Lesson Planning.

Writing Intervention Project (70 points): Due 02/28

You will select a student with a disability who accesses the general education curriculum. Prior to beginning instruction, you will collect three written prompts responses from the identified student to establish a performance baseline.

Project Overview: Using and applying curriculum-based measurement techniques, you will establish a baseline performance for the selected student. Based on data and consultation with the child's teacher (if you are not the child's Teacher (if you are not the child's teacher) and your course instructor, you will Select a writing strategy intervention and develop a plan for teaching. ***This writing strategy must be approved by the instructor before planning lessons for your students.***

The teaching lesson plans will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement plans with the selected student. Performance data will be collected as you progress through the lessons. A plan for fostering generalization and maintenance for the selected student will also be developed. It is important to note that this is NOT the same as CBM fluency models where a student gradually works toward a goal. In this model, students are expected to make significant gains immediately following instruction. For example, it is common for a student to go from writing two or three story parts during baseline to having all seven parts in a single writing prompt after instruction.

At the end of the project, you will describe, "what worked well" and "what I would do differently next time" in a reflective summary. Components of the project will be reviewed in class as they become instructionally appropriate. More information for this project will be presented during the initial class and posted on Blackboard.

Writing Intervention Project Scoring (Mandatory Components)

Student Description	7 points
Intervention Schedule (with dates)	6 points
3 Lesson Plans with Instructional Materials	21 points
Lesson Journal	6 points
Plans for Generalization and Maintenance	6 points
Data Graph (baseline, intervention, and post instruction data)	6 points
Project Evaluation/Reflection	6 points
Poster Quality and Oral Presentation	6 points
Written Expression and Use of APA Style	6 points
Total Points	70 points

Field Experience Requirement

Field experience is a part of this course. Field experience includes various 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.

1. 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 a full-time contracted school system employee and 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 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 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 essential 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this

packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will 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.

5. 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 key features of your field experience placement.

6. 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

Let Me Introduce Myself! (6 points for initial posting + 4 points for responding to at least 2 peers posts): Due 01/10

Content Text Instructional Plan Presentation & Peer Responses (4 points screencast development and posting + 6 points peer feedback = 10 points total): Due 02/21

Present and share your Content Text Instructional Plan and provide feedback after peers presentations. Presentations will be shared as 10–15-minute screencasts within one course Blackboard Discussion Board. After presentations have been posted, provide feedback for at least 3 peers presentations via the Discussion Board following the posted guidelines.

Reading/Writing Modules (complete 2 modules x 25 points each = 50 points total): Due 01/17 (Module #1); Due 01/31 (Module #2)

Each module will have instruction and learning activities geared toward supporting the learning of the course objectives and content. Working on these modules will benefit students' abilities to engage with the core course ideas and the application of these concepts as the larger course assignments are constructed. Completed online module assignments will be submitted via Blackboard and graded for completion and accuracy.

Research Article Summary (complete 2 summaries x 25 points each = 50 points total): Due 01/24 (Article #1); Due 02/21 (Article #2)

Select 2 research-based articles from the list in the Additional Readings section of the syllabus and summarize each article using the Research Article Summary template shared on Blackboard. Choose 2 articles to summarize based on your personal education and teaching interests. This assignment will provide opportunities to read and analyze research that has been peer reviewed and published in professional journals to support your research and the submission of your work to journals.

Attendance/Participation (9 classes x 10 points each = 90 points): Earned weekly

Assignment Summary

Course grades are calculated by summing the points on earned assignments and dividing by the 350 possible points. Grades are designed to indicate your mastery in completing assignments.

Blackboard Introduction	10 pts
Content Text Instructional Plan	70 pts
Content Text Instructional Plan Presentation/Peer Responses	10 pts
Writing Intervention	70 pts
Research Article Summary (2 articles)	50 pts
Online Modules (2 modules)	50 pts
Attendance/Participation (9 sessions)	90 pts
Total Points	350 pts

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Attendance/Participation Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each in-person and synchronous/asynchronous online class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to be on time, participate in all class discussions and activities, stay until the end of class, and complete class activities. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work.

For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session when you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session and in-class activities are completed on the student’s own time and submitted. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation! Two or more unexcused absences may result in no credit for this course

Late Work

All assignments should be submitted on or before the assigned due date via BlackBoard. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments. Late assignments will be accepted in the following manner, except for the Writing Intervention Project Presentation which is due on the last night of class and will not be accepted any later than that date.

- 5%-point deduction – up to 1 week late
- 10%-point deduction – 1-2 weeks late
- 25%-point deduction – 2 weeks late up through last class before exam

Grading

- Grading A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- F = 69% and below

***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/>). 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.

Class Schedule

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

Week	Format/Topic	Required Readings	Assignments Due
1/03	<p><u>Asynchronous</u></p> <ul style="list-style-type: none"> • Instructor Introduction • Course Overview, Syllabus, Blackboard Review 	Ensure access for Blackboard for this course	
1/10	<p><u>In-Person</u></p> <p>Reading: Supporting All Students in Reading, Pre-Reading Strategies, Interventions</p> <ul style="list-style-type: none"> • Anticipatory Events • Previewing Text • Text Structures • Text Features <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Student Writing Needs • Grade Level Writing Standards <p>Writing Research Article Summaries</p>	<p>Ensure access for Blackboard for this course</p> <p>Vaughn & Bos, Ch. 8</p>	<p>Review: Course Overview, Syllabus, Blackboard, GMU Digital Libraries</p> <p>Ice Breaker via Blackboard: Let me Introduce Myself!</p>
1/17	<u>Synchronous/Asynchronous</u>	Vaughn & Bos, Ch. 9	

	<p>Module</p> <p>Reading:</p> <ul style="list-style-type: none"> • Comprehension Strategies • Progress Monitoring <p>Strategies for Writing:</p> <ul style="list-style-type: none"> • Assessing Writing Process • Evidence Based Practices • SRSD Process 	<p>Harris, Graham, Mason & Friedlander, Ch. 2 & 3</p> <p>IRIS Module #1</p>	<p>Module #1</p>
1/24	<p><u>In-Person</u></p> <p>Reading Strategies/Supports:</p> <ul style="list-style-type: none"> • Fluency Instruction • Comprehension <ul style="list-style-type: none"> ○ Prior Knowledge ○ During Reading ○ After Reading <p>Fluency:</p> <ul style="list-style-type: none"> • Repeated Reading • Choral Reading • Reader’s Theater • Peer Supported Reading • Scaffolded Sustained Silent Reading <p>Comprehension:</p> <ul style="list-style-type: none"> • Story Mapping • Summarization <p>Writing Intervention Project</p> <ul style="list-style-type: none"> • Time Management • Lesson Planning 	<p>Archer & Hughes, Ch. 4</p> <p>Harris, Graham, Mason, & Friedlander, Ch. 3 & 4</p>	<p>Research Article Summary #1</p>
1/31	<p><u>Synchronous/Asynchronous</u></p> <p>Module</p> <p>Reading: Vocabulary Strategies Comprehensive Reading Instruction</p> <p>Vocabulary: Explicit Instruction</p> <ul style="list-style-type: none"> • Using Oral Language 	<p>Vaughn & Bos, Ch. 10</p> <p>Harris, Graham, Mason, & Friedlander, Ch. 5</p> <p>Archer & Hughes, Ch. 3</p> <p>Iris Module #2</p>	<p>Writing Project Approval Deadline</p>

	<ul style="list-style-type: none"> Contextual & Morphemic Analysis Using Reference Aids Using Word Learning & Comprehension Routines <p>Comprehension: Multi-Component Reading Strategies</p> <p>Writing Intervention: Individual Project Approval Meetings</p>		Module #2
2/7	<p><u>In Person</u></p> <p>The Literacy Block</p> <p>Reading: Comprehensive Reading Instruction</p> <p>Writing Intervention:</p> <ul style="list-style-type: none"> Explicit Writing Instruction What to teach How to teach 	<p>Mastropieri & Scruggs: Improving Attention and Memory (pp. 283-301)</p> <p>Harris, Graham, Mason, & Friedlander, Ch. 6 & 7</p>	
2/14	<p><u>Asynchronous</u></p> <p>Writing: Narrative & Expository Writing</p> <ul style="list-style-type: none"> Beginning Writing Strategies (Words, Sentences, Paragraphs) Genres of Writing <p>Writing Intervention Project</p> <ul style="list-style-type: none"> Lesson Planning Activities Graphing Baseline and Intervention Data 	<p>Vaughn & Bos, Ch. 9</p> <p>Harris, Graham, Mason, & Friedlander, Ch. 8 & 9</p>	<p>Content Text Instructional Plan: Share on Blackboard and upload VIA/SLL submission</p>

2/21	<p><u>Synchronous/Asynchronous</u></p> <p>Assessing Written Expression</p> <p>Writing: Narrative & Expository Writing</p> <ul style="list-style-type: none"> • Beginning Writing Strategies <ul style="list-style-type: none"> ○ Words ○ Sentences ○ Paragraphs • Genres of Writing <p>The Writing Process:</p> <ul style="list-style-type: none"> • Prewriting Strategies • Planning Strategies • Narrative Writing • Expository (Informational Writing) <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Lesson Planning Activities • Graphing Baseline and Intervention Data • Reflection • Data-based Decision Making • Maintenance & Generalization • Assembling the Writing Project Poster & Presentation 	<p>Archer & Hughes, Ch. 4 & 8</p> <p>Harris, Graham, Mason, & Friedlander, Ch. 10, 11, & 12</p>	<p>Research Article Summary #2</p> <p>Content Text Instructional Plan: Provide Peer Feedback</p>
2/28	<p><u>In Person</u></p> <p>Writing: Persuasive Writing, Revising, and Editing</p> <p>Persuasive Writing Strategies:</p> <ul style="list-style-type: none"> • POW-TREE • STOP • DARE <p>Revising and Editing Strategies</p> <ul style="list-style-type: none"> • COPS • CAPS • SCAN 	<p>Harris, Graham, Mason, & Friedlander, Ch. 13, 14, & 15</p>	<p>Writing Project VIA Submission</p> <p>Writing Project Presentation</p>

	<ul style="list-style-type: none"> • REVISE • Peer Revising <p>Writing:</p> <ul style="list-style-type: none"> • Independent Practice Choices <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Poster Presentations 		
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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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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)**

Section 1: Classroom Context			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses their understanding of the classroom context and their learners’ developmental levels	The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels and/or planned	The evidence indicates that the Candidate demonstrated an accurate understanding of	The evidence indicates that the Candidate demonstrated an accurate understanding of

(cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences. InTASC 1 CAEP R1.1 VUPS 1	instruction that aligned to the developmental levels of some (but not all) of the learners.	learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
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Section 2: Planning for Instruction & Assessment

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. InTASC 7 CAEP R1.3 VUPS 2 SOL and VESOL Content-specific	The evidence indicates that the Candidate planned activities that did not include learner appropriate and measurable objectives aligned With national/state/local standards that are aligned with appropriate curriculum goals.	The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge.	The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives closely aligned with national/state/local standards and included appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.
The Candidate constructs performance-based objectives and/or appropriate curriculum goals/outcomes that	The evidence indicates that the Candidate did not construct learner appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives that	The evidence indicates that the Candidate constructed learner appropriate and measurable objectives with appropriate scaffolds

<p>are relevant to learners.</p> <p>InTASC 7 CAEP R1.3 VUPS 2</p>		<p>used appropriate scaffolds and differentiation that address learner needs and build on prior knowledge.</p>	<p>and differentiation that address individual learner strengths and needs, build on prior knowledge, and use pedagogical content knowledge/teaching strategies.</p>
<p>The Candidate uses preassessment data and/or prior knowledge of skills to plan instruction.</p> <p>InTASC 7 CAEP R1.3 VUPS 2</p>	<p>The evidence indicates that the Candidate did not use preassessment data and/or prior knowledge to construct learnerappropriate and measurable objectives and activities.</p>	<p>The evidence indicates that the Candidate used pre-assessment data and/or prior knowledge to plan challenging activities using learner-appropriate and measurable objectives that address learner needs.</p>	<p>The evidence indicates that the Candidate used preassessment data and prior knowledge, in addition to knowledge of pedagogical content and effective teaching strategies to plan challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs.</p>
<p>The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives.</p> <p>InTASC 2 CAEP R1.1 VUPS 3</p>	<p>The evidence indicates that the Candidate did not differentiate instruction based on knowledge of learners’ backgrounds, readiness, and interests of all learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>The evidence indicates that the Candidate differentiated instruction based on knowledge of learners’ backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner’s developmental</p>	<p>The evidence indicates that the Candidate differentiated instruction based on knowledge of learners’ backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner’s developmental levels making learning</p>

		levels making learning accessible and challenging for the classroom.	accessible and challenging for the classroom.
The Candidate sequences and paces a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. InTASC 8 CAEP R1.3 VUPS 3	The evidence indicates that the Candidate used limited instructional strategies that did not appropriately sequence and/or pace learning to create differentiated, engaging, and challenging learning opportunities.	The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies to create differentiated, engaging, and challenging learning situations.	The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including appropriate, available technologies, to create differentiated, engaging, and challenging learning situations.
The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. InTASC 4 CAEP R1.2 VUPS 1 SOL and VESOL Content-specific	The evidence indicates that the Candidate did not demonstrate knowledge of the content and used explanations that were not always accurate and clear.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language , including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools	The evidence indicates that the Candidate used a variety of appropriate tools,	The evidence indicates that the Candidate used a variety of appropriate tools, including

<p>crosscurricular content learning in varied contexts.</p> <p>InTASC 5</p>	<p>appropriate for the content being learned.</p>	<p>including available technology, to explore content that includes learner- led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.</p>	<p>available technology, and collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.</p>
<p>The Candidate organizes the learning environment to support individual and collaborative learning.</p> <p>InTASC 3 CAEP R1.1 VUPS 5</p>	<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>
<p>The Candidate assesses learners’</p>	<p>The evidence indicates that the Candidate provided limited</p>	<p>The evidence indicates that the Candidate</p>	<p>The evidence indicates that the Candidate provided</p>

knowledge and skill in multiple ways In TASC 6 CAEP R1.3 VUPS 4	opportunities for learners to demonstrate learning and did not have opportunities for feedback or analysis of learner data to inform future instruction.	provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.
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Section 3: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/adaptations. In TASC 9 CAEP R1.4 VUPS 6	The evidence indicates that the Candidate did not use ethical and responsible self reflection to identify personal needs or participate in professional development relevant to personal needs to plan for future instruction/adaptations and personal learning goals.	The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/adaptations, and personal learning goals.	The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/adaptations, and personal learning goals.
The Candidate engages in collaborative relationships to meet learners' needs and develop their	The evidence indicates that the Candidate did not collaborate with others to plan, revise, implement and/or reflect on instruction to meet learners' needs and/or	The evidence indicates that the Candidate collaborated with peers and/or mentors to plan, revise, implement	The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, revise, implement and/or

professional expertise. InTASC 10 CAEP R1.4 VUPS 7	develop their professional expertise.	and/or reflect on instruction to meet learners' needs and develop their professional expertise	reflect on instruction to meet learners' needs and develop their professional expertise
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Appendix B

General Curriculum Hybrid Course Policies Spring 2024

Course Delivery Method Learning activities include the following:

1. Pre-recorded lectures
2. In Class lecture and discussion
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Electronic supplements and activities via Blackboard

Class Meeting Requirements:

1. Students must be on camera and available for discussion during assigned class time (whole group or assigned small group). Switching groups is not permitted.
2. Reserve the entirety of the class time 5:15-9:45 pm for class activities. Please note that small groups' times may change weekly, and some weeks may be whole group instruction. Do not make other plans during class time on Wednesday.
3. 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.

Expectations

Course Week: The course week will begin on the day that in person and/or synchronous meetings take place as indicated on the Schedule of Classes.

Log-in Frequency: Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 2-3 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. Schedule instructor meetings 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.

Course Materials: No course materials, including course lectures, audio/visual recordings, copies of presentations should be shared or distributed to others or the public at large (including posting or sharing through the internet or by use of other electronic devices).

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 others do not consider them as personal offenses.
- Be positive in your approach with others and diplomatic in selecting your words.

Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University's Disability Service. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor.

Specific Expectations for Students Participating Using Web Conferencing (Zoom)

Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.

Web conferencing requirements:

- Students must have a working web camera and headset/microphone combination and use the name as registered with the university to sign in.
- Mute your microphone when not speaking.
- Cameras must be on and remain live to document your attendance during class
- Maintain an appropriate professional demeanor during web class and conference sessions. This includes preventing auditory and visual interruptions, dressing professionally, and managing the broadcast area, including setting up an appropriate neutral backdrop and adequate lighting. •
- To prevent or reduce technical problems test visual/audio system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and may experience dropout or shutdown. Test your system before the first class.
- Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
- If there are problems with home computer systems that prevent web conferencing, it is the student's responsibility to locate another computer or temporarily join the class on an alternative technology device.
- Attendance: If you are registered into a web conferencing section, please make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Please use the hand raise icon to ask questions in online class meetings. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared, and you may experience system dropout or shutdown that will end your test attempt.

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 attend all in-person meetings; access to in-person meetings will not be provided via Zoom.
- Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Please see participation points under the assignments section.
- Students are expected to log in on time for their assigned synchronous times each week and stay for the duration of this time.