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

Fall 2024
EDSE 557: Foundations of Language and Literacy for Individuals with Severe Disabilities
Section: DL1; CRN: 74319
Section: 6U1; CRN: 84090
Section: 6Y1; CRN: 84054
3 – Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: See instructor Info on Canvas	**Meeting Day(s):** Wednesday
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** 5 pm – 7:40 pm
Office Hours: weekly - check course schedule	**Meeting Location:** N/A; Online
Office Location: 206a Finley	**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 their LMS (Learning Management System).**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Field experience required.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the

Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at http://registrar.gmu.edu/students/degree-evaluation/.

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. Research and presentation activities
7. Electronic supplements and activities via your LMS

This course will be delivered online (76% or more) using a synchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on <mark>Sunday, August 25th</mark>

- To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

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 updated browsers.
  - [Blackboard Learn](#) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
  - [Canvas](#) supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.

- Note that 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.

Expectations

- Course Week:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2X times per week prior to scheduled synchronous class time. **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.

- **Office Hours**: Office hours will be offered most weeks at the end of class. Most weeks will be optional drop-in time. Some weeks will require students to sign up in time slots as noted on the syllabus. The instructor may also ask students to attend an office hour if there are concerns about late or missing work.

- 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.

Learner Outcomes

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

1. Explain language development and emergent literacy skills.
2. Summarize the nature, function, and rules of language.
3. Identify disorders and deVIA/SLLtions in language and related areas.
4. Discriminate and explain the various components of typical literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
5. Identify and explain how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
6. Connect the relationship of ongoing assessment to the planning of reading instruction.
7. Identify and implement a variety of early reading comprehension strategies.
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading including fiction and non-fiction.
9. Apply best practices, strategies, and modifications in reading instruction specifically for students with severe disabilities who may not be conventional readers and writers to ensure access to high-quality reading instruction, as outlined in the Virginia English Standards of Learning.
10. Identify and explain writing strategies and conventions to support composition for students with severe disabilities who may not be conventional writers.
11. Identify and describe the mechanics of written expression including proficiency in understanding the stages of spelling development and the writing process, including students with severe disabilities who may not be conventional writers.

Professional Standards

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. (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 5: Instructional Planning and Strategies (InTASC 7,8).

This course contains at least on 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).

Required Texts
Erickson, K.A. and Koppenhaver, D.A. (2020). Comprehensive Literacy for all: Teaching students with significant disabilities to read and write. Paul H Brookes

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

Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Carson-Dellosa Publishing Company, Inc.

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

Required Resources
Access to Canvas; microphone, camera for zoom, **computer access during class time**. Computer access to watch recorded lectures which do not play optimally on phones or tablets. Please note, that you will not be able to participate in all class activities from your phone and you will be required to participate and have your camera on during class.

Additional Readings
As assigned and posted in the modules on Canvas.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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 557, the required PBA is Literacy Case Study Project. 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)**
> The performance-based assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description

> **College Wide Common Assessment**
> **(VIA submission required)**
> This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessment in this course is: Lesson Planning.
>
> The performance-based assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS 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 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 to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. 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 case 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. If you complete your field experience at a placement arranged by GMU, 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. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

Other Assignments
1.   Literacy Case Study (100 Pts): This is your VIA and College-wide assessment assignment (A full description will be presented in Canvas) The goal of this assignment is for you to demonstrate your knowledge of the different pillars that make up a good literacy curriculum, how to teach them, and your ability to apply these to a single student.   The literacy case study requires you to do observations of a target student in order to complete the 8-10 page (minimum) paper using APA formatting and paper. The paper is divided into three parts:
        a.   **Part one:** Student's literacy History and current level of functioning.

  b. Part two: Literacy plan for the student including a goal and full-bodied curriculum plan, evaluation plan and AT needed.

  c. Part three: References and appendix. You will be including all of your lesson plans to the appendix when you upload this assignment. You will also be heavily graded on how well you use your texts and the articles and lectures to ground your plan in research and EBP's.

2. **Lesson Plans: Four lesson plans at 50 points each for a total of 200 points possible**
As we cover different elements of literacy you will be asked to turn in lesson plans. Each lesson plan is worth 50 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the Assignments tab. Graduate students, please use the *graduate student template and rubric*. Undergraduates, please use the *undergraduate template & rubric.*

3. **Comprehensive Exam: 75 points**
This test will cover all of the blocks of literacy covered in this course to include knowledge of what each area covers and how to apply the skills to students with severe disabilities. Questions will cover the readings, the lectures and discussion topics, and lesson plan feedback covered in class. Exam is open note and open book and you will have a week to complete it.

4. **Group Participation: 5 points per week up to 13 weeks for a total of 65 points**
Each week during class time, there will be discussion and activities done in class which are based upon the lectures and readings done prior to class time. These activities are designed to be done in a group setting and with real time feedback from the instructor. **These activities may NOT be made up**. If you miss class entirely, arrive late, after the activity has been completed or leave early before or during the activity, then your grade for that day is 0. There are no exceptions for this.

5. **Reading Check/ Canvas Lecture Pre-Class Activity: 60 points (5 points per week for 12 weeks)**
Each week that you are assigned to watch pre-recorded lectures and read articles or text chapters, you will be required to complete a Pre-Class Activity.   This activity will be part of the module. These 5-point activities will be available throughout the week that the module is open but are due by 5:00 PM the night of our synchronous course every Wednesday. All modules open Wednesdays at midnight and you will have an entire week to complete the readings, lectures and Pre-class Activity. No late submissions will be accepted.

Assignment Summary

Assignment	Due Date	Points Possible	% of your grade
Phonics Lesson Plan	10/2 @ 5pm	50	%10
Sight word Lesson Plan	10/16 @ 5pm	50	%10
Reading Comprehension Lesson Plan	10/30 @ midnight	50	%10
Writing Lesson Plan	11/13 @ midnight	50	%10
Comprehensive Exam	11/20@ 5pm	75	%15
Case study	12/4 @ midnight	100	%20
Group Participation Activities	Weekly @ 5 points for 14 weeks @ 7:40 pm	65	%13
Reading Check/Canvas Pre-Class Activity	Weekly @ 5 points for 12 weeks @ 5:00 pm	60	%12
	Total points possible	500	%100

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 LMS 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

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to log in on time for the class and remain for the duration of the class.
- Students must be in a position/location to have cameras on, be able to unmute for discussions, and be using a device such as a computer that will allow them to go into breakout rooms, access websites and other activities that will occur during class time.

- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

Late Work

All assignments are due posted to blackboard by 5:00 PM on the dates listed in the course syllabus unless otherwise specified.

**Late or incorrectly turned in/uploaded assignments will go to the end of the grading pile and may not be returned until the end of the semester and without feedback.

Please note that NO weekly work or in class work will be accepted late.

One-time Extension (This applies to lesson plans only): The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to request a one-time extension that they can apply to one lesson plan only. Students must request the extension by completing the One time Extension Request found on Canvas prior to the original due date; requests made after 11:59pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received the extension; it will be automatic **as long as it is the first request**. The deadline for extended work will be Saturday at midnight instead of the specified Wednesday at 5:00 pm for the specific Lesson Plan. All extensions will be tracked in the Canvas gradebook

Other Late Penalties: Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule

Other Requirements

You must be on camera and available for discussion for the entirety of class 5:00 – 7:40 PM every Wednesday night.

Grading

93-100% = A
90-92% = A-

87-89% = B+
80-86% = B
70-79% = C

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See Academic Standards (http://academicstandards.gmu.edu/) and GMU Catalog - Academic Standards (https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Use of Generative AI
Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information
Generative AI (GenAI) tools have limitations: they can hallucinate (create incorrect statements and provide fake citations), create inaccurate code, and provide offensive images or examples. They have been trained on limited sources that may contain biases and create biased output. The use of these tools creates other ethical quandaries: the algorithms rely on work done by

other humans and do not give credit to their sources, and the algorithm adjustments are often completed by workers who may not be fully compensated for their labor and emotional stress. Lastly, reliance on these tools may stifle your own creativity and impede the learning process. Your decision to use Generative-AI tools should always consider these limitations.

If you do not understand what you are asking the AI generator to write, then you will not understand what it wrote and whether what it wrote is correct. Be advised.

Who owns the right to materials used with GenAI tools — including original student work submitted to a GenAI program—is currently unclear. If you do not wish to risk (or give up) the rights to your intellectual property, you should consult your instructor.

Class Schedule

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

Date	Topic	Assignments due by class time on this date	Readings & Pre-recorded Lectures These should be completed prior to class.	What's Happening?
8/28	**Course overview Why literacy?**	1. ==**Student Information Sheet due 7:40 pm**== 2. In-Class Activity due by 7:40 PM	none	**Whole group 5:00 – 7:40**
9/4	**Strategies in Literacy instruction / modifications**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• *Pre-recorded lectures* • *Article*: Archer & Hughes 2011 Explicit Instruction Chapter 1 (Blackboard) • *Article*: How do students learn to read? (Link) • *Article* Agran, 2011 (Blackboard) • *Article* Wakeman et al., 2021 (Blackboard)	Class from 5:00 – 7:00 ==Office Hour from== 7:00 – 7:40
9/11	**Literacy overview/ lesson planning**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• *Pre-recorded Lectures* • *Text*: Erickson & Koppenhaver Chapters 1 & 2 • *Article*: The Science of Reading Explained (Blackboard) • *Article*: The Simple View of Reading • *Article*: Lemons et al. 2016 (Blackboard) •	Class from 5:00 – 7:40

9/18	Word Recognition Block – Phonics	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• **Pre-recorded Lectures** • ***Text****: Erickson & Koppenhaver Chapter 3* • ***Article:*** *What the Science of Reading Tells us about how to teach decoding-including phonics (blackboard link)*	Class from 5:00 – 7:00 ==Office hour from== 7:00 – 7:40
9/25	Word recognition block – Phonics continued	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	**Pre-recorded lectures** • ***Text****: Erickson & Koppenhaver Chapter 10* •	Class from 5:00 – 6:20 **Office Hour by sign up: See sign up on Canvas in this week's module.** 6:20- 7:40
10/2	**Word recognition block – Sight words**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM 3. ==**Phonics Lesson plan: lesson plan due 5:00 pm**==	• **Pre-recorded Lectures Text**: • ***Article****: Bensen-Goldberg & Erickson (2020).* (Blackboard) ***Article:*** *Toste et al (2016) (Blackboard)*	Class from 5:00 – 7:10 ==Office Hour== 7:10 – 7:40
10/9	**Word Recognition Block- Assessment**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• **Pre-recorded Lectures** • ***Text:*** *Erickson & Koppenhaver Chapter 7* • ***Article****: Laurice et. Al (2021) Blackboard*	Class from 5:00 – 7:10 ==Office Hour== 7:10 – 7:40

10/16	**Language Comprehension Block – Teaching beginning readers**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM 3. ==**Sight Word Lesson plan due 5:00pm**==	**Pre-recorded lectures** • ***Text****: Erickson & Koppenhaver Chapter 4 & 6* • ***Article****: Morgan, Moni & Jobling*, 2009 (Blackboard)	Class from 5:00 – 7:10 ==Office Hour== 7:10 – 7:40
10/23	Language Comprehension Block – strategies for working with kids who can read a little	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• **Pre-recorded Lectures** • ***Text:*** *Erickson & Koppenhaver Chapter 7*	**Class from 5:00 – 6:45:** ==**Office Hour by sign up:**== **See sign up on Canvas in this week's module.**
10/30	Language Comprehension Block – **Review & wrap up**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM ==**3. Lesson Plan** Reading Comprehension by **end of day**==	• **Pre-Recorded Lectures** • ***Article****: Let's talk equity: Reading levels, scaffolds and grade-level text* Article: *Yang (2020) (Blackboard)*	**Class from 5:00 – 6:00 –** **No office hours tonight.**
11/6	**Writing**	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM	• **Pre-recorded Lectures** • ***Text****: Erickson & Koppenhaver Chapters 5 & 9* • ***Article****: Calkins, 1994* (Blackboard)	**Class from 5:00 – 7:00** **Office Hour: 7 – 7:40**

11/13	Writing Wrap up	1. Pre-Class Canvas Activity due by 5:00 2. In-class activity due by 7:40 PM 3. **Lesson Plan**: Writing due end of day on 4/13	• **Text**: • *Pre-recorded Lectures* • **Text**: *Text: Erickson*	**Class from 5:00 – 6:30:** **Office Hour by sign up:** See sign up on Canvas in this week's module.
11/20	**Shared reading/ Self-Selected Reading**	1. Pre-Class Canvas Activity due by 5:00 PM 2. **Comp Examination** due by 7:45 PM	• *Pre-recorded Lectures*	No class – Use this time to work on your exam or your case study
11/27	**Happy Thanksgiving**	No class		No class
12/4	**Final Thoughts**	1. In-class activity due by 7:40 PM 2. Case study due by midnight	none	**Whole group 5: 00 –** 6:30

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/).

- 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/).

- 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/).

- 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 your LMS should be directed to:

  o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

  o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  o TimelyCare: https://caps.gmu.edu/timelycare-services/

  o Writing Center: https://writingcenter.gmu.edu/

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/).

Student and Faculty Names and Pronouns
Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her for myself and you may address me as Dr./Prof Ainsworth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement
The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.
- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement
Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.
At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck,

and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Learner Description CEC/IIC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate provides limited demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that implicitly justifies the need for the development of goals and planned instruction.	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.
Literacy History: Literacy Experience CEC/ICC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate fails to discuss the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.
Literacy History: Literacy and Communication CEC/ICC Standards 5	Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities.	Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate	Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to

Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Candidate provides an incomplete outline of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	outlines evidence-based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	severe disabilities. Candidate outlines a clear plan for the instruction using a range of evidence-based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.
Literacy History: Culture, Communication and Literacy CEC/ICC Standards 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate provides an incomplete discussion of the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.	Candidate discusses the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.	Candidate discusses several specific effects of cultural and linguistic differences (family background, native language and culture) and establishes a clear link to the growth and development as related to communication and emergent literacy for learners with moderate to severe disabilities.
Selection of Target Skills CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate literacy goals that accommodate the student's individualized learning needs.	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing age and ability appropriate literacy goals that accommodate the student's individualized learning needs.	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate literacy that accommodate the student's individualized learning needs while also integrating communication, social, and life skills with academic curricula.
Literature Engagement CEC/ICC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning	Candidate fails to demonstrate knowledge of the curricula and integrates limited range of literature, which may or may not include specialized materials, into the literacy instruction or does not select literature according to the characteristics of learners with moderate to severe disabilities.	Candidate uses knowledge of curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities.	Candidate uses knowledge of general and specialized curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. Candidate selects literature that reflects cultural, linguistic, and gender diversity.

for individuals with exceptionalities.			
Reading/Writing Instruction CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to develop an age-and ability-appropriate literacy instructional plan. Candidate does not specifically address the reading and writing skills within the curricula, and/or does not consider language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.	Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.	Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. In addition, Candidate demonstrates understanding of how to embed literacy instruction across the curricula.
Reading/Writing Instruction CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs. In addition, candidate describes instructional procedures, which include a plan for utilization of augmentative communication strategies and devices to facilitate communication and comprehension of instructional content.
Data Collection CEC/IIC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	Candidate provides an incomplete or partial outline for data collection within the instructional literacy plan. Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.
Assistive Technology CEC/IIC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance	Candidate fails to incorporate appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction that are specifically based on the needs of learners with moderate to severe disabilities.	Candidate incorporates appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities.	Candidate incorporates a range of appropriate low tech and high tech assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. These technology options support the student in reaching criterion for the identified

learning of individuals with exceptionalities			literacy goals as well as improving student's behavior, independence level and/or social functioning.