

Graduate School of Education

Program: Special Education

Fall Semester, 2009

Course title: EDSE 403/503, Language Development and Reading, Section 001

Credit Hours: 3

Meetings: Mondays, 4:30-7:10 PM, August 31 – December 14, 2009

Location: Robinson Hall, Rm. B103

Instructor: Sharon N. E. Ray, Ph.D.

Office: Kellar Annex 2, Rm. 110 (building is across from Kellar Annex I at 3807 University Dr.)

Office Hours: By appointment or after class

Phone: (703) 993-5247 (*please email me any questions and/or concerns until I announce in class that my phone is up and running!*)

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Course Description

Course Description from University Catalog:

Prerequisite: None

Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. *Note: School-based field experience required.*

Student Outcomes

This course is designed to enable students to:

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).

- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards:

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC). The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

The CEC Standards that will be addressed in this class include some of the following.

CEC Standard 4: Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

- Select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs

CEC Standard 6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN*. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

*Exceptional Learning Needs

Nature of Course Delivery

Learning activities in this course will include the following:

- Instructor lecture, including explicit instruction using demonstration and modeling and implicit instruction by facilitating learning experiences that build on students' background knowledge and skills.
- Student participation (discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading and writing deficits as depicted in scenarios (case reviews).
- Review and expansion of material read in preparation for the course sessions.
- Student self-assessment of progress throughout the course.
- Access and analysis of materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Examination of curricular materials and analysis of student learning deficits, patterns, and strategies (such as review of reading programs).

- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge and insights to the students and instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.

College of Education and Human Development Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.
- ✓ Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See <http://mason.gmu.edu/%7Emontecin/plagiarism.htm> for guidelines.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the OSD.
- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.**
- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" <http://www.apastyle.org/disabilities.html>

Additional Listing of Resources and Expectations:

George Mason University Email: <https://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

TaskStream Submission

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. The signature assignment for this course (the case study) must be submitted to TaskStream (<https://www.taskstream.com>) at the end of this course. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

APA Formatting Guidelines: <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

George Mason University Honor Code:

<http://www.gmu.edu/facstaff/handbook/aD.html>

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying and stealing.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. It is essential that all students submit their own work. To that end, plagiarism is a violation of academic integrity, as well as the ideas and principles of this class. Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: <http://mason.gmu.edu/~montecin/plagiarism.htm>). The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed. Students who commit plagiarism of any form (eg. whether it be copying test answers, using someone else's exact words in a written assignment, etc.) will be given an "F" as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2474. Please be prepared with your G number when you contact her.

Texts and Readings:

Required Texts

Customized GMU text. (2008). *Language Development and Reading*. Boston, MA. Pearson.

Fox, B. (2010). *Phonics for the teacher of reading* (10th ed.). Boston, MA: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Online Reading

Armbruster, B.B., Lehr, F., & Osborn, J. (2003). *Put Reading First: The research building blocks for teaching children to read*. Retrieved August 22, 2009, from <http://www.nifl.gov/partnershipforreading/publications/k-3.html>

***(You will need to copy and paste the web address into your browser. When the page opens up, you will need to click on the “Childhood” tab at the top of the page, and scroll down the “Childhood” tab until you reach “Publications.” Once you are viewing the Publications Page, the document will be downloadable on the right hand side.)**

National Reading Panel. (2000). *Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved August 22, 2009, from <http://www.nationalreadingpanel.org/Publications/researchread.htm>

Virginia Department of Education. (2004). *Virginia Reading Assessment Blueprints for Special Education Teachers*. Retrieved August 29, 2009 from http://www.va.nesinc.com/VA_blueprints_opener.asp

Required Peer-Reviewed Journal Readings:

King-Sears, M. (2005). Scheduling for reading and writing small-group instruction using learning center designs. *Reading & Writing Quarterly*, 21, 401-405.

Other articles are to be determined and selected by students for their Early Language Development Article Review Assignment and for their Case Study Project as needed.

Recommended Websites to Explore:

Internet and web resources are not the same as peer-reviewed professional journal articles, but the following sites contain information that I recommend.

<http://www.cec.sped.org//AM/Template.cfm?Section=Home> (CEC)

<http://www.vra.nesinc.com/>

www.readingrockets.com

www.TeachingLD.org

www.Interdys.org

www.cldinternational.org

<http://dibels.uoregon.edu> (Dynamic indicators of early literacy skills)

www.ed.gov/index.jup (click on How Do I Find...More, then educational resources)

<http://www.ldonline.org/index.html> (follow links for good information)

<http://www.reading.org> (International Reading Association)

<http://www.nationalreadingpanel.org>

<http://iris.peabody.vanderbilt.edu>

<http://www.nifl.gov> (National Institute for Literacy)

<http://www.ku-crl.org> (University of Kansas Center for Research on Learning)

http://darkwing.uoregon.edu/~rhgood/dibels_to_differentiate.pdf

www.aimsweb.com/norms/reading_fluency.htm

Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Friday evening before Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu>.

****Starting September 14th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.

Assessment of Course Requirements:

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and language to students with disabilities.

The signature assignment for this course is the case study that will assist you in learning and understanding the implementation of a comprehensive instructional technique with a student with a disability. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students **earn** based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

The Early Language Development Article Review should be submitted in the Blackboard Digital Dropbox. Assignments submitted by email will **not** be accepted. The review should be submitted by the start of class on the due date (4:30 PM). Assignments that are not in the DROPBOX at the appropriate time **are late**. Written assignments turned in during class should be given to the professor at the beginning of the class session on which they are due. Assignments not turned at the beginning of class **are late**. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written

expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through the Dropbox should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the class drop box feature. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of the review assignment:

SRayArt – Early Language Development Article Review

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class meeting)	/15
2. Self-Paced Completion of Fox Text	/30
3. Early Language Development Article Review	/40
4. Midterm Exam	/60
5. Group Presentation	/45
6. Final Exam	/60
*7. Case Study	/100
Total # of points earned	/350

*Course signature assignment.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 350 point total.

Late assignments will be accepted in the following manner:

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

***The phonics work in the Fox text will be the only assignment not accepted late.** The article review will be accepted up through the last class meeting (12/7) following the deduction schedule above. The case study will be accepted until the Wednesday of exam week (12/16), also following the deduction schedule above.

Grading Scale:

A = 96-100%

A- = 91-95%

B+ = 88-91%

B = 83-87%

C+ = 79-82%

C = 74-78%

F = 73% and below

Course Assignment Details:**Attendance and Participation - Weekly (1 point per class for a total of 15 points)**

Class attendance and participation are an important part of this class because of the specific and intensive reading instructional information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will not be monitored through a roll call, but maintained through the artifacts students produce 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 where 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. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** Two or more unexcused absences will result in no credit for this course.

Self-Paced Completion of Fox Text – Ongoing (30 points)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2010) self-instruction textbook outside of class. You will first complete and score the pretest, then work on the self-paced exercises in the text, and finally complete and score the posttest. For a section to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion

will reinforce the phonics skills you are learning about in the text as you write while reading. You can always work ahead, and you are welcome to turn in parts early that you have completed in advance. On Fox text due dates, you are asked to turn in your phonics text to the instructor at the beginning of class, and it will be returned to you before leaving class. Full credit for each part is given when exercises and reviews are completed fully and accurately. **No partial credit will be given for any part turned in incomplete or late.**

Timeline and Points Earned for Completion of the Fox Phonics Self-Instruction Text								
9/14: Pretest 4 points	9/21: Part I 2 points	10/5 Part II 5 points	10/19: Part III 5 points	10/26: Part IV 3 points	11/2: Part V 3 points	11/16: Part VI 2 points	11/30: Part VII 2 points	12/7: Posttest 4 points

Early Language Development Article Review – Due September 21st (40 points)

Besides your textbook, there are many peer-reviewed journal articles that are valuable and timely sources of language and reading development information. It is imperative that students become familiar with using professional journals in the fields of reading and special education to inform their professional practice. Each student is asked to independently read and evaluate an early language development article. When selecting an article, students should be careful to select an article that is from a peer-reviewed journal. To ensure this criteria, it is a good idea to review the background of the journal being considered on its website. Good places to start searching are *Teaching Exceptional Children (TEC)* and *The Reading Teacher*. All students should select an area of early language development from their text that is of interest to them, picking a specific characteristic in that area (ie. developmental milestones in that specific time frame, disabilities that surface during that period, learning activities that can be used, etc.) to research. Articles can be accessed through the George Mason Library's electronic database. All reviews should contain the bibliographic citation for their article in APA format at the beginning of the review and should be submitted through the digital class Dropbox. There is no specific length for reviews, but they should comprehensively address the following:

- **What? - What more did I learn from reading this article beyond what I gained from my text?**
- **So What? - What was relevant about what I learned? Why is it important?**
- **Now What? - Now that I have this information what does it mean to me?**

Note: Do not provide a summary of what the article states.

Early Language Development Article Review Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
What? - What did I learn from reading this article? <ul style="list-style-type: none"> • Several specific key learning points described from the article (10 points) • Connections made between key points in the article, the text, and student's own understandings (5 points) 	/15	
So What? - What was relevant about what I learned? Why is it important? <ul style="list-style-type: none"> • Relevancy of key learning points explained with specific reasons (6 points) • Importance to the student's professional practice explained (4 points) 	/10	
Now What? - Now that I have this information what does it mean to me? <ul style="list-style-type: none"> • Immediate and long-term meaning of the learning points described (6 points) • Action or self-reflection motivated by this meaning (4 points) 	/10	
Writing Style <ul style="list-style-type: none"> • Grammar, spelling and clarity of expression (3 points) • APA format (2 points) 	/5	
TOTAL	/40	

Midterm Exam – (60 points)

The midterm exam will consist of multiple choice, true or false, fill-in-the-blank, short answer, and essay questions. This exam will include all textbook chapters, lectures, and class learning activities covered up to that point in the class. A midterm review packet will be given, and a midterm review will be conducted in class the week before the midterm exam.

Group Presentations – Varying Weeks by Presentation Topic (45 points)

On the first night of class, we will form small groups and each group will be matched with an area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, writing and spelling) to focus on throughout the semester. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. You will be given time in class to work on these presentations, but some outside of class time may also be needed.

Your presentation should be active and engaging, while including:

- ❑ A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology surrounding this area.
- ❑ A thorough description of the skills, which are addressed in this area.
- ❑ A thorough description of the strategies, which can be used to teach these skills.
- ❑ At least two activities that can be used in this area of reading instruction.
- ❑ A description of at least two commercial reading programs that can be used in this area of reading.
- ❑ A handout for the class of the most vital information on this area of reading for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull information from multiple sources, you will personalize the handout and make it your own, not just complete it as a "cut and paste.").
- ❑ At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
- ❑ A bibliography (APA format) with at least five references (must include at least one textbook, one well-researched website, and one peer-reviewed journal article).

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Definition <ul style="list-style-type: none"> • Presentation includes a clear and accurate definition of the chosen area of reading. 	/5	
Skills and Strategies <ul style="list-style-type: none"> • Presentation includes a thorough description of skills, which can be addressed within this area of reading. • One instructional strategy is presented for each of the above skills. 	/10	
Activities <ul style="list-style-type: none"> • Presentation includes a description of at least two activities, which focus on this area of reading. • Group may choose to model these activities for the class to make the presentation more interactive. 	/6	
Commercial Reading Programs <ul style="list-style-type: none"> • Presentation includes a brief description of at least two commercial reading programs, which address the chosen area of reading. 	/5	
Class Handout <ul style="list-style-type: none"> • At least one clear and applicable handout is distributed to the class, which focuses on the chosen area of reading. • Most essential information on the chosen area of reading is included • Uses graphics to enhance handout's visual display of concepts • Handout shows creativity and 	/4	

development as a group product		
Presentation <ul style="list-style-type: none"> • Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.). • Visual support is easy to read and understand from all areas of the classroom. • Presentation is clear and accurate. • Presentation is no longer than 20 minutes, but not shorter than 15 minutes. • Presentation is creative and involves whole class participation. 	/10	
Bibliography <ul style="list-style-type: none"> • At least five references (at least one textbook, one well-researched website, and one peer-reviewed journal article) • APA format 	/5	
TOTAL	/45	

Reading Case Study – Part 1 due on October 5th, November 2nd, November 23rd, & December 14th (100 points)

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. ***This student must be at least in the emergent literacy stage (these students should complete assessments from Jennings Chapter 9).*** People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a child to work with during the semester for this assignment. Please use the rubric headings to organize your paper. The case study will be collected in pieces as students complete the project and then again as an entire product at the end of the semester. Be sure to keep copies of all materials that are turned in to the instructor at the multiple checkpoints to ensure that you have all the materials you need at all times to work with your student. Throughout the semester, you will work in a small focus group of colleagues to identify common features of research, general findings, strategies that work, and impressions.

This signature assignment should be submitted to TaskStream before the start of the class meeting on which it is due.***

The key elements of the project are:

1. Background Information:

- Prior to working directly with the student, gather sufficient background information so that you are better able to target appropriate informal reading assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
 - Tasks for completing this section, include:
 - ✓ Review of student's cumulative folder____
 - ✓ Teacher Interview (with primary teacher, if you are not this person)(if you are the primary teacher, select another one of the student's other core teachers) [use the School Information form from Ch. 4]____
 - ✓ Collaboration Interview [this interview should be with another of the student's service providers (ie. speech therapist, reading specialist, etc.) or a specials teacher (ie. art, PE, etc.)]____
 - ✓ Use one of the other forms from Chapter 4 to collect additional information____
 - Ensure that information collected includes:
 - ✓ Home and school information, physical and language development, emotional issues, family, social and cultural information.
 - ✓ Information about previous reading interventions.
 - ✓ A pseudonym at all times to ensure confidentiality for your student.

Note: All information gathering mechanisms for each of the above Tasks must be submitted in your appendices. For all information gathered without a specific form, a one-page summary should be made and submitted in the appendices.

Due October 5th: All Background Information Collection Forms and Summaries and Background Information Section of Case Study Project Completely Written

2. Informal Assessments:

- Conduct initial informal reading assessments to determine appropriate instructional levels and interventions.
 - Tasks for completing this section, include:
 - ✓ Administering Jennings Informal Reading Inventory____
 - ✓ Administering two other forms of curriculum-based assessment____
 - ✓ Select a book that the student is currently reading or expected to read and use a readability formula to figure out what grade level the student's text is written at____

- ✓ Compare the readability findings to their independent reading level from the IRI and make some conclusions about the level of appropriateness of the text____
- ✓ Gather other important data representing specific strengths and areas of concern in reading (must have two other data sources, which can be from student observation, examples from student portfolio of work, etc.)____
- ✓ Gather the reading curriculum expectations for the student at this grade level at this particular school (this information will be both formal information on the curriculum and informal information from talking with teachers and administrators)____
- ✓ Select a specific skill area to target to teach to the student____
- Ensure that information collected includes:
 - ✓ Student's reading data: Both IRI reading inventory and curriculum-based reading results
 - ✓ Conclusions about the student's reading from the multiple data points collected
 - ✓ Reading expectations for the student based on their grade level and school
 - ✓ Logical selection of target reading skill area for student

Note: All information gathering mechanisms for each of the above Tasks must be submitted in your appendices. For all information gathered without a specific form, a one-page summary should be made and submitted in the appendices, except for the readability formula, for which you must simply show your calculation work.

Due November 2nd: All Informal Reading Assessment Forms and Summaries and Informal Assessment Section of Case Study Project Completely Written

3. Intervention:

- Using information from this course and at least two peer-reviewed journal articles, design and implement an intervention. This may be based on a school approved commercial reading program.
 - Tasks for completing this section, include:
 - ✓ Development of an appropriate reading intervention____
 - ✓ Conducting at least three baseline probes to determine the student's performance before the intervention____
 - ✓ Implementation of the intervention and continuous collection of data to monitor the student's performance during the intervention (must include at least five intervention probes)____
 - ✓ Graph of the baseline and intervention data____
 - Ensure that information collected includes:
 - ✓ Description of the development and implementation of the reading intervention used

- ✓ Data from the baseline and intervention probes in both graphic and descriptive forms
- ✓ Explanation of the overall impact of the intervention on the student's reading skills
- ✓ Thoughts and recommendations about the student's experience with the intervention and ideas for the future

Note: All information gathering mechanisms for each of the above Tasks must be submitted in your appendices. For all information gathered or generated without a specific form or graph, a one-page summary should be made and submitted in the appendices.

Due November 23rd: All Developed and Collected Intervention Information – Intervention Section of Case Study Project Does NOT need to have been Completed

4. Final Submission

- Written Case Study Project Report, Handout, and Poster:
 - ❖ Pieces submitted for Part I and Part II should be combined with a finished written section for Part III ____
 - ❖ Appendices for all Parts ____
 - ❖ Bibliographic references in APA format including two peer-reviewed journals (must have parenthetical citations within your written report for these sources as well) ____
 - ❖ A one-page handout should be developed to share with the class. This handout should be practically based so that your peers can use the intervention strategy in their own classroom. Examples include graphic organizers, think-aloud scripts, or repeated reading graphs ____
 - ❖ Poster (using a tri-fold cardboard presentation board) should be developed using colorful visual representations of your entire project (be able to speak about your project using this poster for approximately 5 minutes on the due date) ____

Due December 14th: Written Case Study Report, Handout, and Poster

Case Study Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Demographic and Background Information <ul style="list-style-type: none"> • Home and school information, physical and language development, emotional issues, family, social and cultural information • Information provided on previous reading interventions 	/10	

<p>Informal Assessments</p> <ul style="list-style-type: none"> • Jennings IRI • At least 2 other Curriculum-Based Assessments • Fry readability 	/20	
<p>Statement of Strengths and Needs of Student</p> <ul style="list-style-type: none"> • Based upon background information and assessments • Include any behavior comments 	/15	
Statement of goal of intervention	/5	
<p>Description of intervention</p> <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least two articles • Description of student's response to intervention 	/20	
<p>Graph of Baseline and Intervention Data</p> <ul style="list-style-type: none"> • At least three baseline probes • At least five intervention probes 	/10	
Reflection and recommendations	/5	
<p>Writing Style</p> <ul style="list-style-type: none"> • Grammar, spelling and writing mechanics • APA format 	/5	
<p>One page handout for peers</p> <ul style="list-style-type: none"> • Practical basis (graphic organizer or strategy used, etc.) 	/5	
<p>Poster</p> <ul style="list-style-type: none"> • Tri-fold presentation board that visually represents major points of the case study project 	/5	
TOTAL	/100	

Final Exam – due by 11:59PM on December 10th (60 points)

The final will consist of multiple choice, true or false, fill-in-the-blank, short answer, and essay questions. This exam will include all textbook chapters, lectures, and class learning activities covered since the midterm exam. A final exam review packet will be given, and a final exam review will be conducted in class the week the final is due. The final exam will be taken online. The final is open-book and open-note, so feel free to use your text and class notes while taking the final exam. However, it is expected to be your own independent work, so collaboration with classmates is not permitted during the final exam.

COURSE SCHEDULE		
Date	Topics	Assignments Due
8/31	<ul style="list-style-type: none"> • Syllabus and Course Expectations • Chapter 1: The Elements of Language 	
9/7	Labor Holiday – No Class	<ul style="list-style-type: none"> ➤ Access George Mason Email and Blackboard Account ➤ Respond to Blackboard Introduction Request ➤ Read <i>Put Reading First</i>: http://www.nifl.gov/partnershipforreading/publications/k-3.html
9/14	<ul style="list-style-type: none"> • Chapter 2: Language Development: Birth through the Preschool Years 	<ul style="list-style-type: none"> ➤ Fox Pretest ➤ Read Text Chapters 1 & 2 ➤ Review Virginia Reading Assessment Blueprints for Special Education

COURSE SCHEDULE		
Date	Topics	Assignments Due
		Teachers: http://www.va.nesinc.com/VA_blueprint_s_opener.asp
9/21	<ul style="list-style-type: none"> Chapter 3: Language and Literacy in the School Years 	<ul style="list-style-type: none"> ➤ Fox Part I ➤ Early Language Development Article Review ➤ Read Text Chapter 3
9/28	<ul style="list-style-type: none"> Chapter 4: Obtaining Background Information 	<ul style="list-style-type: none"> ➤ Read Text Chapter 4 ➤ Read <i>Teaching Children to Read</i>: http://www.nationalreadingpanel.org/Publications/researchread.htm
10/5	<ul style="list-style-type: none"> Chapter 5: An Introduction to Systematic, Explicit Reading Instruction 	<ul style="list-style-type: none"> ➤ Fox Part II ➤ Case Study Part I ➤ Read Text Chapter 5
10/12	<p>Columbus Day Holiday – No Class Meeting</p> <ul style="list-style-type: none"> Online Class Activity 	<ul style="list-style-type: none"> ➤ Read Text Chapter 13
10/19	<ul style="list-style-type: none"> Chapter 13: Literacy and Diversity Chapter 6: Early Literacy Phonemic Awareness Group Presentation Midterm Review 	<ul style="list-style-type: none"> ➤ Fox Part III ➤ Read Text Chapter 6

COURSE SCHEDULE		
Date	Topics	Assignments Due
10/26	<ul style="list-style-type: none"> • Midterm 	<ul style="list-style-type: none"> ➤ Fox Text Part IV
11/2	<ul style="list-style-type: none"> • Chapter 7: Advanced Word Reading • Phonics Group Presentation 	<ul style="list-style-type: none"> ➤ Fox Part V ➤ Case Study Part II ➤ Read Text Chapter 7
11/9	<ul style="list-style-type: none"> • Chapter 8: Reading Fluency • Fluency Group Presentation 	<ul style="list-style-type: none"> ➤ Read Text Chapter 8
11/16	<ul style="list-style-type: none"> • Chapter 9: Informal Assessment Procedures 	<ul style="list-style-type: none"> ➤ Fox Part VI ➤ Read Text Chapter 9
11/23	<ul style="list-style-type: none"> • Chapter 10: Vocabulary Instruction • Vocabulary Group Presentation 	<ul style="list-style-type: none"> ➤ Case Study Part III ➤ Read Text Chapter 10 ➤ Complete Blackboard Chapter 8 Activity
11/30	<ul style="list-style-type: none"> • Chapter 11: Comprehension • Reading Comprehension Group Presentation 	<ul style="list-style-type: none"> ➤ Fox Part VII ➤ Read Text Chapter 11
12/7	<ul style="list-style-type: none"> • Chapter 12: Writing Instruction in Inclusive Classrooms • Writing/Spelling Group Presentation 	<ul style="list-style-type: none"> ➤ Fox Posttest ➤ Read Text Chapter 12 ➤ Read King-Sears: "Scheduling for reading and writing small-group instruction using

COURSE SCHEDULE		
Date	Topics	Assignments Due
		learning center designs". ➤ Online Final Exam Due by 11:59PM on 12/10
12/14	• Case Study Poster Presentations	➤ Completed Case Study Report, Poster, and Handout

NOTE:

* This syllabus may change according to class needs.

* **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with the instructor as soon as possible.**