

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**EDSE 503 Language Development and Reading (3 credits)**  
**Section 665 (Teach for America Cohort 5)**  
 Spring 2011  
 Mondays, 7:30-10:00  
 Arlington Campus, TB335

**Professor:** Jodi M. Duke, Ed. D.

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**Office Hours:** Mondays by appointment. Please contact me for a mutually agreeable time.

**Virtual Office Hours:** I am pleased to respond to questions by telephone or email; however, I am unable to be “on call, 24/7.” Therefore, I am also holding “virtual office hours.” Members of the class may email me at any time, but I am reserving two hours on Monday and on Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

### **Course Description**

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.**

Prerequisites\*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

\*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](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

### **Student Competencies**

This course is designed to enable students to:

- 1) Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- 2) 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).

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

### **Nature of Course Delivery**

Learning activities include the following:

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

### **Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

**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 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

### Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

### Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

## Required Texts

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. \*\*\*Customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 0536379505

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

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

\*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages, but I have observed that there are often errors on these websites and they do not give clear or excellent information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

It is highly recommended that students **bring the textbooks to class each week** as the instructor will make specific references to specific pages during class and students will be given classroom activities which will require textbook use.

## Other Readings

Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. Carnegie Cooperation of New York.  
<http://www.all4ed.org/files/ReadingNext.pdf>

Armbruster, B.B., Lehr, F., & Osborn, J. (2003). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <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 “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>

\*(You will need to click the *Summary* link on the right side of the page for the report.)

*Preventing Reading Difficulties in Young Children*. December, 1998.  
<http://www.nap.edu/books/030906418X/html/index.html>

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* <http://dibels.uoregon.edu/>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, D.C. American Federation of Teachers.  
[www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf](http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf)

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24.  
[http://www.aft.org/pubs-reports/american\\_educator/issues/winter05-06/Moats.pdf](http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf)

\*(You will need to click on the link on this page that says: Winter 2005–2006 Vol. 29, No. 4. After clicking this link, scroll down the page until you see the article and its additional *Spelling Instruction* resource document. You will need both of these documents.)

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

Other readings relevant to special education applications assigned by instructor.

### **Class Companion Websites:**

A version of the Jennings Informal Inventory (IRI) is at this web site:  
[www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. You will need to use this IRI to complete your case study assignment.

### **Required Access to Course Blackboard Site**

Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class.  
<http://courses.gmu.edu> Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Other Course Expectations**

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

2. **Absences:** Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. Each night, students will participate in class activities, which will contribute to the attendance/participation portion of the final grade. Points missed due to absences during class activities will NOT be made up. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Three or more unexcused absences will result in no credit for this course.**
3. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**
4. **Electronic Etiquette:** Students are expected to participate actively in all class activities. **Use of laptops may be used to observe the class Powerpoints/materials, ONLY. Abuse of this policy will result in the entire class being prohibited from laptop use!**

**Additionally, 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 off (or set to vibrate in the case of an emergency) any devices that produce sound or otherwise interfere with the learning of others (cell phones, etc.) Texting is prohibited during class.**

5. **Writing Support:** All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (<http://writingcenter.gmu.edu>).
6. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
7. **Placement for this Field Experience/Case Study:** If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark [lclarkg@gmu.edu](mailto:lclarkg@gmu.edu) can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed. **Note:** you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.
8. **Signature Assignment:** For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work

based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

**\*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/>. 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.\*

**\*\*Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.**

## ASSIGNMENT DESCRIPTIONS

### 1. Self-paced completion of Fox text: 10 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. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text. For a part 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. To receive full credit, all sections must be completed by the dates indicated below.

You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

| <b>Timeline and Points Earned for Completion of the Phonics Self-Instruction Text</b> |                            |                              |  |  |                              |   |
|---|----------------------------|------------------------------|--|--|------------------------------|---|
| 1/24:<br>Pretest<br>(complete<br>in class)<br>1 point                                 | 2/21:<br>Part I<br>1 point | 3/14:<br>Part II<br>2 points | 3/28:<br>Parts III<br>and IV<br>2 points | 4/11:<br>Parts V<br>and VI<br>2 points | 4/25:<br>Part VII<br>1 point | 5/2:<br>Posttest<br>(complete<br>in class)<br>1 point |



**Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.**

2. Group Presentation (10 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) 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).

| <b>Group Presentation Rubric</b>  |               |                 |
|---|---------------|-----------------|
| <i>Component</i>  | <i>Points</i> | <i>Comments</i> |
| Definition <ul style="list-style-type: none"> <li>• Presentation includes a clear and accurate definition of the chosen area of reading.</li> </ul>   | /0.5          |                 |
| Commercial Reading Program <ul style="list-style-type: none"> <li>• Presentation includes a brief description of at least two commercial reading programs which address the chosen area of reading.</li> </ul>                        | /1            |                 |
| Skills and Strategies <ul style="list-style-type: none"> <li>• Presentation incorporates a thorough description of skills which should be addressed within this area of reading.</li> <li>• Evidence-based practice(s) are</li> </ul> | /2            |                 |

|  |            |  |
|--|------------|--|
| presented for teaching this selected area of reading   |            |  |
| <p>Activities</p> <ul style="list-style-type: none"> <li>• Presentation includes at least two activities which focus on this area of reading. Group may choose to model one activity for the class and make the other more interactive, requiring class participation.</li> </ul>  | /2         |  |
| <p>Class Handout</p> <ul style="list-style-type: none"> <li>• At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies</li> <li>• Most essential information on the chosen area of reading is included.</li> <li>• Use graphics to enhance the handout's visual display of concepts.</li> <li>• Handouts show creativity and development of project as a group.</li> </ul>  | /2         |  |
| <p>Presentation</p> <ul style="list-style-type: none"> <li>• Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.</li> <li>• Visual support is easy to read and understand from all areas of the classroom.</li> <li>• Presentation is clear, accurate and no longer than 20 minutes.</li> <li>• All areas of the presentation are cohesive and not disjointed from each other</li> <li>• Everyone has a clear and important role for the presentation</li> </ul> | /2         |  |
| <p>Bibliography</p> <ul style="list-style-type: none"> <li>• At least five references (at least one textbook, one well-researched website, and one peer-reviewed journal article).</li> <li>• Correct APA format</li> </ul>  | /0.5       |  |
| <b>TOTAL</b>   | <b>/10</b> |  |

3. Reading Case Study: (Part I = 20 points and Part II = 20 points for a total of 40 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. 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 youngster to work with during the semester for this assignment. Also note Item # 4 under Other Course Expectations. The instructor will provide specific guidelines for the assignment.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

□ 1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)

NOTE: A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

□ 2 - 3 meetings: conduct the Informal Reading Inventory (IRI).

□ 1 - 2 meetings: collect information using additional skills assessments you have selected

This project will be completed in 2 parts and should be submitted by 4:30 pm on the respective due dates. This assignment is the signature assignment for the course and will be evaluated using the following rubric:

**Part I**

|   |    |
|---|----|
| <p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>.           <ul style="list-style-type: none"> <li>▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).</li> </ul> </li> </ul> | /2 |
| <p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).           <ul style="list-style-type: none"> <li>▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.</li> </ul> </li> </ul>  | /1 |
| <p><b>Reading and Writing Development</b></p> <ul style="list-style-type: none"> <li>▪ Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments:           <ul style="list-style-type: none"> <li>▪ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>▪ a spelling assessment (DSA to be provided in class),</li> </ul> </li> </ul>  |    |

|  |            |
|--|------------|
| <ul style="list-style-type: none"> <li>▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> <li>○ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.</li> </ul> </li> <li>▪ <b>Analyze</b> the results and <b>present the findings</b> in an educational report that: <ul style="list-style-type: none"> <li>▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> <li>▪ Present the results of each assessment including: <ul style="list-style-type: none"> <li>○ a reporting of the results for each assessment (a table is often helpful here),</li> <li>○ an indication of whether this area of reading/writing is an area of concern; and</li> <li>○ a narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> <li>▪ <u>All completed assessment protocols must be attached to the final report</u></li> </ul> <p><b><i>503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></b></p> | /10        |
| <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> <li>• This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul> </li> </ul>   | /1         |
| <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> <li>○ Classroom recommendations should be evidence-based and grade/age appropriate</li> <li>○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)</li> </ul> </li> <li>▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child’s IEP team to consider</li> <li>▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul> <p><b><i>503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.</i></b></p>  | /3         |
| <p><b>Written Style</b></p> <ul style="list-style-type: none"> <li>▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals (1 point)</li> <li>▪ Professionally written using APA guidelines (2 points)</li> </ul>   | /3         |
| <p><b>Total</b></p>  | <b>/20</b> |

## Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Progress

|  |            |
|--|------------|
| <b>Description of Selected Intervention</b> <ul style="list-style-type: none"> <li>• Clear and replicable: step by step description of intervention</li> <li>• Based upon at least 1 reliable source for research based practices</li> </ul> <p><b><i>503 Requirement: To earn full points, 503 students must base their interventions on multiple sources of research-based practices.</i></b></p>  | /4         |
| <b>Instructional Plan</b> <ul style="list-style-type: none"> <li>• Create a measurable IEP goal based on student performance on Part I</li> <li>• Write an instructional objective for the intervention you chose</li> <li>• Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials)</li> <li>• Describe how you will introduce the lesson (or series of lessons)</li> <li>• Describe your instruction (include modeling, guided practice, independent practice, assessments)</li> <li>• Identify any instructional adaptations</li> </ul> | /8         |
| <b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>• Locating/develop a progress monitoring measure,</li> <li>• Determining how often you will assess the student, and</li> <li>• Determine how you will make educational decisions based on student progress</li> </ul>  | /5         |
| <b>Written Style</b> <ul style="list-style-type: none"> <li>• Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>  | /3         |
| <b>TOTAL</b>   | <b>/20</b> |

### 4. Regular Attendance & Participation (10 points)

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

- attending class and being psychologically available to learn,
- completing and handing in all class assignments, and
- participating in class discussions/activities throughout the semester
- thoughtfully contributing to class discussions
- listening to the ideas of other peers, respectfully, and
- demonstrating an enthusiasm for learning.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Also, please display **digital etiquette** during class sessions.

5. Fox Quiz (5 points)

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook.

6. Final Exam (25 points)

The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Virginia Reading Assessment (VRA).

**GRADING**

|   |                   |
|---|-------------------|
| 1. Self-paced Completion of Fox Text              | 10 points         |
| 2. Group Presentation                             | 10 points         |
| 3. Final Project: Case Study                      | 40 points         |
| 4. Participation, Quizzes and In-Class Activities | 10 points         |
| 5. Fox Quiz                                       | 5 points          |
| 6. Final Exam                                     | 25 points         |
| <b>TOTAL</b>                                      | <b>100 POINTS</b> |

| <b>Student Self-Management for Calculating Course Grade<br/>Based on Points Earned on Performance Based Summative Evaluations</b> |                                   |
|---|-----------------------------------|
| <b>Title of Performance-Based Summative Evaluation</b>  | <b>Points Earned/Total Points</b> |
| 1. Self paced completion of Fox text  | /10                               |
| 2. Group Presentation   | /10                               |
| 3. Final Project: Case Study Part I   | /20                               |
| 4. Final Project: Case Study Part II  | /20                               |
| 5. Participation, Quizzes and In-class Activities   | /10                               |
| 6. Fox Quiz   | /5                                |
| 7. Final Exam   | /25                               |
| <b>Total # of points earned</b>   | <b>/100</b>                       |

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

**Grading Scale:**

|                          |                              |
|--------------------------|------------------------------|
| <i>A 94 – 100 points</i> | <i>B 82 – 85 points</i>      |
| <i>A- 90 – 93 points</i> | <i>B- 79 – 81 points</i>     |
| <i>B+ 86 – 89 points</i> | <i>C 78 points and below</i> |

This course will incorporate the evidence-based practices (EBPs) relevant to *the five essential elements of reading (i.e. NRP, 2000), language development, and informal literacy assessments*. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### Resources for Evidence-Based Practices Emphasized in EDSE 503

- Report of the National Reading Panel: *Teaching Children to Read* (2000). (*phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)  
<http://www.nationalreadingpanel.org/Publications/publications.htm>  
[www.k8accesscenter.org](http://www.k8accesscenter.org) The Access Center. (*Reading Comprehension, fluency, mnemonics*)  
<http://www.teachingld.org> LD Resources. Current Practice Alerts. Alert #2, 8, 10, 12, 14, 15  
<http://www.iris.peabody.vanderbilt.edu> Resources. Reading, Literacy, Language Arts.  
<http://www.iris.peabody.vanderbilt.edu> Resources. RTI.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Assessment.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Content Instruction.  
<http://www.iris.peabody.vanderbilt.edu> Resources. Differentiated Instruction. InfoBriefs.  
<http://www.rti4success.org> (National Center on Response to Intervention) CBM modules  
<http://www.studentprogress.org> (National Center on Student Progress Monitoring)  
 Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)  
 Biancarosa, G. & Snow, C. (2004). *Reading Next -A vision for action and research in middle and high school literacy*.<http://www.all4ed.org/files/ReadingNext.pdf>  
 (*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)  
 Bursuck, W. D., & Damer, M. (2007). \*Core Text (*direct instruction/systematic/explicit instruction*)  
 Chard, D., Vaughn, S., & Tyler, B (2002). (*reading fluency*)  
 Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)  
 Deno, S. (2003). (*progress monitoring*)  
 Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)  
 Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*reading comprehension instruction*)  
 Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)  
 Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)  
 Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)  
 Nilsson, N. L. (2008). (*Informal Reading Inventory*)  
 Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)  
 Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction  
[www.teachingld.org](http://www.teachingld.org)  
 Spencer, V. G. (2006). (*peer tutoring*)  
 Stanford, P., & Siders, J. A. (2000). (*miscue analysis*)

- Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)
- Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (*progress monitoring*)



### CLASS TOPICS & DUE DATES

| Date | Class Topic & Reading Assignments   | Readings Due for this Class   |
|------|---|---|
| 1/3  | <b>No Class: EDSE 791 Midpoint Portfolio Meets</b>  |   |
| 1/10 | <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• A Historical Perspective</li> <li>• Scientifically Based Reading /instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*</li> </ul>  | <ul style="list-style-type: none"> <li>• <u>Put Reading First</u> (URL on page 3. See tabs <i>Childhood and Birth to Childhood</i>); Look at <u>Overview</u></li> <li>• <u>Reading Next</u> (URL on page 3)</li> </ul>                                      |
| 1/17 | <b>No Class: Martin Luther King Jr. Day</b>   |   |
| 1/24 | <ul style="list-style-type: none"> <li>• <b>Complete Fox Pretest</b> in class (you MUST bring your copy of the book in order to complete this and earn the points!)</li> <li>• Language Development</li> <li>• Rules, Forms, and Functions of Language (relevant vocabulary)</li> </ul> | <ul style="list-style-type: none"> <li>• Custom Text: Chapters 1 &amp; 2</li> </ul>   |
| 1/31 | <ul style="list-style-type: none"> <li>• Explicit Reading Instruction and Early Literacy</li> <li>• Language &amp; Literacy in the School Years</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapters 3 and 6</li> <li>• Access and Review: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i><br/><a href="http://dibels.uoregon.edu">http://dibels.uoregon.edu</a></li> </ul> |
| 2/7  | <ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes demonstrated)*</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Phonemic Awareness Group Presentation</b></li> </ul>  |
| 2/14 | <b>Online Class: IRIS Module</b>  |   |
| 2/21 | <ul style="list-style-type: none"> <li>• Collecting Diagnostic Information</li> <li>• Informal Assessments</li> <li>• Informal Reading Inventory (IRI)*</li> <li>• Running Records; Miscue Analysis*</li> <li>• Selecting/evaluating Text for Diverse Learners; Readability</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapters 4 and 9</li> <li>• <b>Fox Part I Due</b></li> </ul>  |
| 2/28 | <b>No Class: EDSE 791 Midpoint Portfolio Meets</b>  |   |
| 3/7  | <ul style="list-style-type: none"> <li>• Advanced Word Reading; <b>Phonics</b> Instruction* (phoneme-grapheme correspondence; word analysis)*</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapter 7</li> <li>• <b>Phonics Group Presentation</b></li> </ul>   |
| 3/14 | <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> Instruction* (mnemonics*, semantic maps*, word meaning sorts)</li> <li>• Systematic, Explicit Reading Instruction*</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapters 5 and 10</li> <li>• <b>Fox Part II Due</b></li> <li>• <b>Vocabulary Group Presentation</b></li> </ul>  |
| 3/21 | <ul style="list-style-type: none"> <li>• <b>Fluency</b> Instruction* (progress monitoring*)</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapter 8</li> <li>• <b>Fluency Group Presentation</b></li> <li>• <b>DUE: Case Study Part I</b></li> </ul>  |

|      |  |  |
|------|--|--|
| 3/28 | <ul style="list-style-type: none"> <li>• <b>Comprehension</b> Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*)</li> </ul>                 | <ul style="list-style-type: none"> <li>• Custom Text: Chapter 11</li> <li>• <b>Fox Parts III &amp; IV Due</b></li> <li>• <b>Comprehension Group Presentation</b></li> </ul>  |
| 4/4  | <ul style="list-style-type: none"> <li>• <b>Spelling and Writing</b> Instruction</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapter 12</li> <li>• Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think.</li> <li>• <b>Spelling and Writing Group Presentation</b></li> </ul> |
| 4/11 | <ul style="list-style-type: none"> <li>• Literacy and Diversity</li> <li>• First Language Interference in Speech and Writing for English Language Learners</li> </ul>  | <ul style="list-style-type: none"> <li>• Custom Text: Chapter 13</li> <li>• <b>Fox Part V and VI Due</b></li> <li>• <b>Urban Literacy Group Presentation</b></li> </ul>  |
| 4/18 | <b>No Class: Spring Break</b>  | •  |
| 4/25 | <ul style="list-style-type: none"> <li>• Literacy Centers</li> <li>• Peer Review Session on Case Studies</li> </ul>  | • Fox Part VII Due   |
| 5/2  | <ul style="list-style-type: none"> <li>• Course Evaluations</li> <li>• Review for Final Exam</li> <li>• <b>Complete Fox Posttest in Class</b> (you MUST bring your copy of the book in order to complete this and earn the points!)</li> </ul> | • <b>DUE: Case Study (Parts I &amp; II)</b>  |
| 5/9  | <ul style="list-style-type: none"> <li>• <b>Final Exam (Part I, Fox Text; Part II, Virginia Reading Assessment Practice)</b></li> </ul>  |  |
| 5/16 | <b>No Class: Midpoint Portfolio Meets</b>  |  |

**NOTE:** This syllabus may change according to class needs.