

George Mason University
Graduate School of Education
Program: Special Education
Spring Semester, 2011

Course title: EDSE 503, Language Development and Reading, Section 668

Credit Hours: 3

Meetings: Tuesdays, 4:15-8:45 PM, March 15th – May 24th, 2011

Location: Independent Hill School, Prince William County

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

Email: sray4@gmu.edu *****Best Contact Method!*****

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 subskills 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 or 703-993-2387. Please be prepared with your G number when you contact her.

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 the 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

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.

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

Student 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/>].

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.

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.

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. **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, total assignment points will be deducted from your grade for late assignments.**
3. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th 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.
4. **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.
5. **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 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 worked 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.
6. **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.*

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. 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.

Texts and Readings:

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. (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.

Other Readings

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 “Research” 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.)**

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

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

***(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.)**

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.)**

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

***(You will need to click on the link that says: *Virginia Reading Assessment for Elementary and Special Education Teachers*.)**

Other readings relevant to special education applications assigned by instructor.

Class Companion Websites

Jennings Informal Inventory (IRI)

A version of the Jennings Informal Inventory (IRI) is at this web site:

www.ablongman.com/jennings5e as Appendix C. You will need to use an IRI to complete your case study assignment.

Required Access to Course Blackboard Site

Blackboard (Bb) 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. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Sunday evening before Tuesday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

****Starting March 22nd, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

Research Based Resources

- Report of the National Reading Panel: *Teaching Children to Read* (2000). <http://www.nationalreadingpanel.org/Publications/publications.htm>
- www.k8accesscenter.org The Access Center.
- <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
- 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*)

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 and your Group Presentation PowerPoint should be submitted via the Blackboard Digital Assignments Tab. Both assignments should be submitted by the start of class on the due date (4:15 PM). Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the instructor’s Blackboard email account. Assignments that are not submitted at the appropriate time **are late**. Written assignments (i.e., the case study) 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 Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment’s name>. For the Group Presentation, only have one group member submit your PowerPoint. I will return graded assignments to you via your Blackboard email. 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 required assignments:

SRayArt – Early Language Development Article Review
SRayGrpPres – Group Presentation PowerPoint

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class Meeting, and 2 pts. for the final exam class)	/10
2. Self-Paced Completion of Fox Text	/10
3. Early Language Development Article Review	/10
4. Group Presentation	/15
*5. Case Study Part I	/20
*6. Case Study Part II	/20
7. Final Exam	/15
Total # of points earned	/100

***TASKSTREAM SUBMISSION*: Electronic Portfolios**

The two parts of the Case Study are the “signature” assignment for the student portfolio and must be submitted digitally to Taskstream. If this is your first GMU Special Education class, you will need to self-enroll into Taskstream. There is further Taskstream information on the GMU Special Education Program website: <http://gse.gmu.edu/programs/sped/> . Every class you take in this program will

have a signature assignment that must be submitted In addition, you will be submitting other documents from your courses to complete your portfolio.

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 100 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 late up through last class before exam**

Grading Scale:

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

Course Assignment Details:

Attendance and Participation - Weekly [1 point per class (with the exception being the final exam class which is worth 2 points) for a total of 10 points]

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each 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 be 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. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be**

made up! Two or more unexcused absences will result in no credit for this course.

Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning.
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

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.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Powerpoints/materials, specifically. **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 these devices off or to vibrate before the start of class.**

Specific Attendance Points: Each class (10 sessions): .5 = psychologically invested, prepared, and present; .25 = participation, thoughtful contributions, completed in-class assignments, and .25 = actively guiding group discussions towards thoughtful work completion and presenting assigned content in an knowledgeable and reflective manner.

Self-Paced Completion of Fox Text – Due May 3rd (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 of Parts I-V must be completed. ***Parts VI and VII can be completed for an additional bonus point each for your final grade.***

Early Language Development Article Review – Due March 29th (10 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 Blackboard Digital Assignments Tab. 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? What connections have I made?**
- **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? What connections have I made? <ul style="list-style-type: none"> • Several specific key learning points described from the article • Connections made between key points in the article, the text, and student’s own understandings 	/3	
So What? - What was relevant about what I learned? Why is it important?	/3	

<ul style="list-style-type: none"> • Relevancy of key learning points explained with specific reasons • Importance to the student's professional practice explained 		
<p>Now What? - Now that I have this information what does it mean to me?</p> <ul style="list-style-type: none"> • Immediate and long-term meaning of the learning points described • Action or self-reflection motivated by this meaning 	/2	
<p>Writing Style</p> <ul style="list-style-type: none"> • Grammar, spelling and clarity of expression • APA format 	/2	
TOTAL	/10	

Group Presentations – *Varying Weeks by Presentation Topic* (15 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).

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. 	/1	
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. • Evidence-based practice are presented for teaching this particular area of reading. 	/2	
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. 	/3	
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. 	/2	
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 	/3	

<p>handout's visual display of concepts</p> <ul style="list-style-type: none"> • Handout shows creativity and development as a group product 		
<p>Presentation</p> <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. • Presentation shows evidence of collaborative effort and teamwork 	/3	
<p>Bibliography</p> <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 	/1	
TOTAL	/15	

Case Study – Part I Due April 26th and Part II Due May 24th (Part I = 20 points & Part II = 20 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 # 5 under Other Course Expectations. Specific guidelines for the assignment will be provided by the instructor.

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) - floor and ceiling.*
- *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 4:15 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>Student Background</p> <ul style="list-style-type: none"> ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> ▪ 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). 	<p>/2</p>
<p>Oral Language Development</p> <ul style="list-style-type: none"> • 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"> ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	<p>/2</p>

<p>Reading and Writing Development</p> <ul style="list-style-type: none"> ▪ Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ▪ an informal reading inventory (download from www.ablongman.com/jennings5e.), ▪ a spelling assessment (DSA to be provided in class), ▪ <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"> ○ 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. ▪ Critically analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ▪ Provides a description of each assessment including what kind of information can be obtained from the assessment ▪ Presents the results of each assessment including: <ul style="list-style-type: none"> ○ a reporting of the results for each assessment (a table is often helpful here), ○ an indication of whether this area of reading/writing is an area of concern; and ○ a narrative error analysis of student strengths and weaknesses on the assessment given ▪ <u>All completed assessment protocols must be attached to the final report</u> 	<p>/10</p>
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) 	<p>/1</p>
<p>Recommendations</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> ○ Classroom recommendations should be evidence-based and grade/age appropriate with sufficient detail to be beneficial to an educator reading the report ○ 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) ▪ 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 ▪ Make recommendations for reinforcement practice at home that a 	<p>/3</p>

parent would realistically be able to implement.	
Style <ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/2
Total	/20

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

Description of Selected Intervention <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 2 reliable sources for research based practices 	/4
Instructional Plan <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write an instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent practice, assessments) • Identify any instructional adaptations 	/10
Monitoring Student Progress <ul style="list-style-type: none"> • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	/5
Writing Style <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/1
TOTAL	/20

Final Exam – Due May 24th (15 points)

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Virginia Reading Assessment (VRA).

COURSE SCHEDULE		
Date	Topics	Assignments Due
3/15	<p>Introductions and Icebreaker</p> <p>Syllabus and Course Expectations</p> <p>A Historical Perspective</p> <ul style="list-style-type: none"> • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* <p>Language Development</p> <ul style="list-style-type: none"> • Rules, Forms, and Functions of Language 	
3/22	<p>Language Development Continued</p> <ul style="list-style-type: none"> • Birth through the Preschool Years <p>Language & Literacy in the Beginning School Years</p> <ul style="list-style-type: none"> • Selecting/evaluating text for diverse learners; readability • Concepts of Print 	<p>Read Chapters 1 & 2</p> <p>Read <i>Put Reading First</i>: http://www.nifl.gov/partnershipforreading/publications/k-3.html</p> <p>Please select the student that you will use for the case study by this date.</p>
3/29	<p>Gathering Background Information</p> <ul style="list-style-type: none"> • Forms & Procedures for Obtaining Student Educational Histories <p>Collecting Diagnostic Information</p> <ul style="list-style-type: none"> • Informal Assessments • Informal Reading Inventory (IRI)* • Running Records; Miscue Analysis* 	<p>Read Chapter 3</p> <p>Read <i>Teaching Children to Read</i>: http://www.nationalreadingpanel.org/Publications/researchread.htm</p> <p>Due Early Language Development Article Review</p>
4/5	<p>Writing Instruction in the Inclusive Classroom</p> <ul style="list-style-type: none"> • Nature and Organization of English orthography • Spelling Assessment • Writing Instruction <p>Systematic and Explicit Reading Instruction</p>	<p>Read Chapters 4 & 9</p> <p>Access and Review: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> http://dibels.uoregon.edu/</p>

	<ul style="list-style-type: none"> • Systematic/Explicit Instruction* (I do, we do, you do) • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* 	
4/12	No Class Meeting – EDSE 791 Meets	
4/19	No Class Meeting – Spring Break	
4/26	<p>Factors Affecting Early Literacy</p> <ul style="list-style-type: none"> • The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness • Phonemic Awareness Group Presentation <p>Advanced Word Reading Strategies</p> <ul style="list-style-type: none"> • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)* <p>Phonics Group Presentation</p>	<p>Read Chapter 12</p> <p>Read: Moats, L.C. (2006). <i>How spelling supports reading: And why it is more regular and predictable than you may think.</i></p> <p>Due Case Study Part I</p>
5/3	<p>The Dimensions of Fluency</p> <ul style="list-style-type: none"> • Fluency Instruction* (progress monitoring*) • Accuracy, speed, and prosody <p>Fluency Group Presentation</p> <p>Vocabulary Instruction*</p> <ul style="list-style-type: none"> • Mnemonics* • Semantic maps* • Word meaning sorts <p>Vocabulary Group Presentation</p>	<p>Read Chapters 5, 6, & 7</p> <p>Due Fox Text</p>

5/10	Attend Individual Case Study Meetings with Instructor as Scheduled or Catch-Up Class (if needed)	Read Chapters 8 & 10
5/17	<p>Comprehension Instruction*</p> <ul style="list-style-type: none"> • Graphic organizers* • Questioning strategies* • Self monitoring/metacognition* • Direct/explicit comprehension instruction – think aloud* <p>Comprehension Group Presentation</p> <p>Literacy & Diversity</p> <ul style="list-style-type: none"> • First Language Interference in Speech and Writing for English Language Learners <p>Case Study Presentations</p> <p>Course Evaluations</p> <p>Field Placement Form Completion</p> <p>Review for Final Exam</p>	<p>Read Chapters 11 & 13</p> <p>Case Study Presentations</p> <p>Course Evaluations</p>
5/24	Final Exam	Due Case Study Part II

* - indicates an Evidence-Based Practice addressed within a particular class meeting

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 instructor as soon as possible.**