

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM-SPECIAL EDUCATION**

Syllabus EDSE 403/503 5S1: Language Development and Reading (3 credits)

Tuesday: 7:20-10:00 p.m.

Off campus: Kellar Annex 2 Room 113

Instructor: Rita Purcell-Robertson, Ph.D.
E-Mail: rpurcell@gmu.edu

Cell phone: 703-346-0082
Office hours: by appointment

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 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-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

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.

CEC Standards

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.

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

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* (6th ed.). Washington, DC: Author

Other Readings

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development.

<http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

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>

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.

<http://www.balancedreading.com/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/pdfs/americaneducator/winter0506/Moats.pdf>

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 as Appendix C. You will need to use an 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

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/>].

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. **Late Assignment Policy:** 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.

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. **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 anticipate working with the youngster) after targeting the student 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.
5. **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.**

ASSIGNMENT DESCRIPTIONS

1. *Self-Paced Completion of Fox Text (6 points)*

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace. Plan to turn in the Fox text at the beginning of the class session on the date for the mid-term. The instructor will review your text for credit. *Approximately half of the text* should be completed by this time in order to adequately be prepared for the final exam.

2. *Group Project (15 points)*

The Group Project Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will research teaching strategies in the area of reading to address a specific student need and present the findings with your assigned group.

Specific guidelines for the assignment: On the first night of class you will form a group and select one area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, writing and spelling) to focus on throughout the semester. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which represents information for your chosen area and requires the participation and active learning of your peers. You will be given time in class to work on these presentations. (See grading rubric below).

Your presentation should include:

- A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology.
- 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 one activity that can be used in this area of reading instruction.
- A description of at least one commercial reading program that can be used in this area of reading.

- A handout for the class and at least one type of visual support (PowerPoint, etc.)
- A bibliography (APA format) with at least five references.

3. *Reading Case Study: (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. Specific guidelines for the assignment will be provided by the instructor.

General expectations to guide planning

Duration of sessions: The duration of a meeting session with your student varies. If you are able to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. With effective planning, preparation, and materials you should be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

Meetings

- 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

Signature Assignment: Completed in 2 parts, this assignment is the signature assignment for the course and will be evaluated using the rubrics below.

4. *Midterm (10 points)*

The midterm exam includes multiple choice items and short essay questions. This exam will cover assigned readings and class lectures up to the midterm date. A midterm review will be completed during the class session that falls before the midterm exam.

5. *Regular Attendance & Participation (14 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.** 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. NOTE: 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 weekly class assignments,
- participating in class discussions/activities throughout the semester,
- thoughtfully contributing to class discussions,
- listening to the ideas of others 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. Please display digital etiquette during class sessions. Laptops may be used to observe the class Powerpoints/materials, specifically.

Each class (14 sessions): .5 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments.

*** EDSE 503 Students: In schools, master teachers are often expected to take on increasing professional responsibilities that require leadership ability such as: joint lesson planning with other professionals, serving or**

chairing pre-referral and special education eligibility committees, providing professional development or turn around training to other teachers, and even serving as team leader for instructional planning. Therefore, in addition to regular attendance & participation, graduate students enrolled in EDSE 503 are also required to demonstrate emerging leadership skills. These skills can be demonstrated through active leadership in group activities, participation, and presentations throughout the course.

6. Final Exam (15 points)

The final exam may include multiple-choice 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 AND the Virginia Reading Assessment (VRA).

GRADING

1. Self-paced Completion of Fox Text	6 points
2. Group Project	15 points
3. Final Project: Case Study	40 points
4. Midterm	10 points
5. Participation, Quizzes and In-Class Activities	14 points
6. Final Exam	15 points
TOTAL	100 POINTS

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 GMU schedule, such as withdrawal dates with varying tuition penalties.

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	Points Earned/Total Points
1. Self paced completion of Fox text	/6
2. Group Project	/15
3a. Final Project: Case Study Part I	/20
3b. Final Project: Case Study Part II	/20
4. Midterm	/10
5. Participation, Quizzes and In-class Activities	/14
6. Final Exam	/15
Total # of points earned	/100

Graduate Grading Scale:

A+ 97 – 100 points	B+ 87 – 89 points	C 79 points and below
A 93 – 96 points	B 83 – 86 points	
A- 90 – 92 points	B- 80 – 82 points	

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

- 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*)

Recommended Websites to Explore

- Council for Exceptional Children <http://www.cec.sped.org/am/template.cfm?section=Home>
- Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.vra.nesinc.com>
- National Reading Panel <http://www.nationalreadingpanel.org> 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>
- The Access Center <http://www.k8accesscenter.org/index.php> (*Reading Comprehension, fluency, mnemonics*)
- Reading, Literacy, Language Arts <http://www.iris.peabody.vanderbilt.edu>
- RTI <http://www.iris.peabody.vanderbilt.edu>
- Assessment <http://www.iris.peabody.vanderbilt.edu>
- Content Instruction <http://www.iris.peabody.vanderbilt.edu>
- Differentiated Instruction. InfoBriefs <http://www.iris.peabody.vanderbilt.edu>
- IDEA Practices <http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/>
- Reading Rockets www.readingrockets.com
- Teaching LD www.TeachingLD.org <http://www.teachingld.org> LD Resources. Practice Alerts:2, 8, 10, 12, 14, 15
- The International Dyslexia Association www.Interdys.org
- Council for Learning Disabilities www.cldinternational.org
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <http://dibels.uoregon.edu>
- US Dept. of Education www.ed.gov/index.jup click on education resources
- LD Online <http://www.ldonline.org/index.html>
- International Reading Association <http://www.reading.org>
- The IRIS Center <http://iris.peabody.vanderbilt.edu>
- National Institute for Literacy <http://www.nifl.gov>
- National Center on Response to Intervention <http://www.rti4success.org> CBM modules
- National Center on Student Progress Monitoring <http://www.studentprogress.org>
- University of Kansas Center for Research on Learning <http://www.ku-crl.org>
- Strategies for teaching reading <http://www.state.tn.us/education/ci/cistandards2001/la/cilarstratteachread.htm>
- Virginia Reading Assessment Blueprints for Special Education Teachers: http://www.va.nesinc.com/VA_blueprints_opener.asp

Group Presentation Rubric		
Topic:		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Definition: Presentation includes a clear and accurate definition of the chosen area of reading.	/1	
Skills and Strategies <ul style="list-style-type: none"> • Description of at least 5 skills addressed within this area of reading. • Incorporation of evidence-based practice(s) to support instruction in your selected area of reading 	/3	
Activity <ul style="list-style-type: none"> • Include a description of at least one activity, which focuses on this area of reading. • Include at least one activity which is interactive with the group to stimulate conversations about the topic and/or to reinforce learning of topic. 	/2	
Commercial Reading Programs <ul style="list-style-type: none"> • Presentation includes brief description of at least one commercial reading program, which addresses the chosen area of reading. 	/1	
Class Handout <ul style="list-style-type: none"> • Clear and applicable handout distributed to class • Description of content addressed within this topic • Practical relevance for classroom teachers. 	/2	
Presentation <ul style="list-style-type: none"> • At least 1 visual support (PowerPoint, posters, etc.) which is easy to read and understand from all areas of the classroom. Clear and accurate. • No longer than 20 min. • Creative and involving whole class participation. • All areas of the presentation are cohesive. • Each group member has a clear/important role for the presentation 	/5	
Bibliography <ul style="list-style-type: none"> • At least five references (text can be one) • APA format 	/1	
TOTAL	/15	

Topics: Presentation dates

- phonemic awareness, phonics, vocabulary : 11/1
- fluency, comprehension, writing, spelling: 11/8

Signature Assignment: Reading Case Study: Part I

<p>Student Background: Collect demographic and background information significant to reading, writing, and language development.</p> <ul style="list-style-type: none"> ▪ Information obtained should be appropriate based on your relationship with the student (e.g. if you are working with 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 at his/her home, it would NOT be appropriate to contact the school to ask to see his/her school records). 	/2
<p>Oral Language Development: 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).</p> <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. 	/2
<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"> ▪ IRI: informal reading inventory (download from www.ablongman.com/jennings5e), ▪ 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. ▪ Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ▪ Provides a general 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 is an area of concern; and ○ a narrative error analysis of student strengths and weaknesses on the assessment ▪ All completed assessment protocols must be attached to the final report <p><i>503 Requirement: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></p>	/10
<p>Summary: Statement of <i>overall</i> strengths and needs of student</p> <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) 	/1
<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 ▪ 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 parent would realistically be able to implement. <p><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></p>	/3
<p>Style: Professionally written report</p> <ul style="list-style-type: none"> ▪ Targets multiple audiences: parents, teachers, and other educational professionals ▪ Using APA guidelines for writing style only, not the sections on manuscript preparation) 	/2
Total	/20

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

<p>Description of Selected Intervention</p> <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices (Note references in syllabus and the IRIS resource, http://www.iris.peabody.vanderbilt.edu) <p><i>503 Requirement: To earn full points, 503 students must base their interventions on multiple sources of research based practices.</i></p>	/4
<p>Instructional Plan</p> <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
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> • Locate/develop a progress monitoring measure, • Determine how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	/5
<p>Writing Style</p> <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	/1
<p>TOTAL</p>	/20

TENTATIVE CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Readings Due for this Class
8/29	<input type="checkbox"/> Course overview <input type="checkbox"/> Syllabus and course expectations <input type="checkbox"/> Communication <input type="checkbox"/> Elements of language <input type="checkbox"/> Scientifically Based Reading Instruction (National Reading Panel, 2000) Five Domains of Reading* <input type="checkbox"/> Form groups: discuss presentation topics, form a team plan	
9/6	<input type="checkbox"/> Elements of language <input type="checkbox"/> Typical language development <input type="checkbox"/> Language Development and characteristics of students with disabilities including: learning disabilities, autism, developmental disabilities, intellectual disabilities, and possible impact on acquiring literacy skills. <input type="checkbox"/> Language foundations of literacy. <input type="checkbox"/> Language abilities impact on literacy/reading success. <input type="checkbox"/> Discuss factors associated with reading and language disabilities. <ul style="list-style-type: none"> • Identify components of the reading process. • Early Literacy • Identify and describe early and emergent literacy concepts and methods for promoting these concepts with children. • Discuss basic reading skills. <input type="checkbox"/> Small groups discuss Fox Pre-test, presentation topics and team progress.	Ch. 1 The Elements of Language Ch. 2 Language Development Ch. 6 Early Literacy DUE: Fox Part 1: pretest www.ttaonline.org : online training 5 essential components of reading instruction Students need to master skills in these five interrelated areas in order to become proficient, successful readers. <ol style="list-style-type: none"> 1. Phonemic Awareness, 2. Systematic Phonics, 3. Fluency, 4. Vocabulary Development and 5. Comprehension.
9/13	<input type="checkbox"/> Language and Literacy in the School Years <input type="checkbox"/> Overview of RVE: Reading for VA Educators <input type="checkbox"/> National Reading Panel Report <input type="checkbox"/> Describe assessment and instruction of early/emergent literacy skills. <input type="checkbox"/> Selecting/evaluating text for diverse learners; readability <input type="checkbox"/> Fox Part 2 and 3 <input type="checkbox"/> Small Groups discuss Fox Part 1, presentation	Ch. 3 Language and Literacy in the School Years Review Ch. 4 to guide you with the case study project – obtaining background information Due: Fox Part 1
9/20	<input type="checkbox"/> Discuss Case Study Part I: Intro to reading assessment: <input type="checkbox"/> Collecting diagnostic information <input type="checkbox"/> Informal reading inventories: IRI <input type="checkbox"/> Analyzing error patterns <input type="checkbox"/> Running records, miscue analysis <input type="checkbox"/> Formal assessments <input type="checkbox"/> Curriculum based assessment <input type="checkbox"/> Obtaining Background Information <input type="checkbox"/> Fox Part 4 and 5 <input type="checkbox"/> Small Groups discuss Fox Parts 2/3, presentation	Ch. 4 Obtaining Background Information DUE: Fox Part 2, 3
9/27	<input type="checkbox"/> Discuss Case Study Parts I and II <input type="checkbox"/> Administering IRI <input type="checkbox"/> Readability of text <input type="checkbox"/> Nature and Organization of English Orthography <input type="checkbox"/> Developmental Spelling Assessment – DSA <input type="checkbox"/> Developmental Spelling Instruction <input type="checkbox"/> Small Groups discuss Fox Parts 4 and 5, presentation, team progress Fox Part 6	Ch. 9 Informal Assessment Procedures Ch. 12 Writing Instruction in Inclusive Classrooms Moats, L.C. (2006). How spelling supports reading Due: Fox Part 4 and 5 CASE STUDY: BEGIN WORK WITH YOUR STUDENT

10/4	<input type="checkbox"/> Advanced Word Reading <input type="checkbox"/> Fox Part 7 <input type="checkbox"/> Explicit Reading Instruction <input type="checkbox"/> Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes) <input type="checkbox"/> Small Groups discuss Fox Part 6, presentation, team progress <input type="checkbox"/> Prepare for midterm exam.	Ch. 5 An Introduction to Systematic, Explicit Reading Instruction CASE STUDY: <input type="checkbox"/> Conduct IRI <input type="checkbox"/> Conduct Developmental Spelling Assessment
10/11	No class per GMU: (Mon. classes/labs meet Tues. Tues. classes do not meet this week)	
10/18	<input type="checkbox"/> Midterm due via email to instructor <input type="checkbox"/> Virtual class: Answer discussion questions on Blackboard <input type="checkbox"/> Vocabulary instruction	Ch. 10 Vocabulary Instruction DUE: Discussion Question on BBD Midterm via email CASE STUDY: Conduct additional/final assessments/probes to drive identified instructional decisions
10/25	<input type="checkbox"/> Reading Fluency <input type="checkbox"/> Review results from your Case Study Part I, and discuss “where you can go from here” regarding developing, implementing, and monitoring an intervention (Part II). <input type="checkbox"/> Small groups discuss Fox Part 7	DUE TODAY: Case Study: Part I Due: Fox Part 7
11/1	<input type="checkbox"/> Advanced Word Reading; Phonics Instruction* (phoneme-grapheme correspondence; word analysis)* <input type="checkbox"/> Systematic Instruction <input type="checkbox"/> Fluency Instruction* (progress monitoring*) <input type="checkbox"/> Review Case Study Part I, and discuss developing, implementing, and monitoring an intervention (Part II). <input type="checkbox"/> Group presentations: phonemic awareness, phonics, vocabulary	DUE: Fox post-test CASE STUDY: Case Study Part I: Bring to class for discussion.
11/8	<input type="checkbox"/> Discuss progress on Case Study implementation. <input type="checkbox"/> Small groups discuss ways to teach concepts learned in Fox <input type="checkbox"/> Group presentations: fluency, comprehension, writing/spelling	Ch. 12 Writing Instruction in Inclusive Classrooms
11/15	<input type="checkbox"/> Compare and contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students’ responses to interventions. <input type="checkbox"/> Literacy & Diversity: first language interference in speech and writing for English Language Learners <input type="checkbox"/> Discuss progress on Case Study implementation.	Ch. 13 Literacy and Diversity
11/22	<input type="checkbox"/> Comprehension Instruction* (graphic organizers*, questioning strategies*, self-monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) <input type="checkbox"/> Small groups discuss Case Study Part II <input type="checkbox"/> Given varied learner characteristics, identify and describe responsive instructional techniques for promoting language, reading, and writing skills. <input type="checkbox"/> Integrate skills learned and discuss progress so far in the course (e.g., relate to VRA, Case Study). <input type="checkbox"/> Discuss final details on writing up the Case Study and bringing closure to activities with the implementation.	CH. 11 Comprehension
11/29	<input type="checkbox"/> Case Study Presentations <input type="checkbox"/> Final exam review <input type="checkbox"/> Course Evaluations	DUE: Case Study Parts I and II are submitted electronically (Appendices) Submit Case Study to TaskStream ASAP.
12/6	<input type="checkbox"/> Final Exam	
NOTE: This syllabus may change according to class needs.		