



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

EDSE 503-002: *Language Development and Reading*

CRN: 76675, 3 - Credit(s)

Fall 2012

Instructor: Dr. Sharon Ray	Meeting Dates: 08/27/12 - 12/19/12
Phone: Office (703) 993-5247 Cell (703) 673-8540	Meeting Day(s): Monday
E-Mail: sray4@gmu.edu *Best Contact Method	Meeting Times: 4:30pm - 7:10pm
Office Hours: Before/After Class or By Appointment	Meeting Location: PW-BRH 256

Course Description:

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.

Prerequisite(s): None.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

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

Field Experience Requirement:

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes:

Upon completion of this course, students will be able to

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, 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.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks:

George Mason University Programs in Special Education. (2011). *Language development & reading*. Boston, MA: Pearson. ***Customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 1256104574

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

Recommended Textbooks:

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

Required Materials:

Class Companion Websites

1.) 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 reading assessment report.

2.) 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 Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

****Starting September 10th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

3.) Language Modules Website

During the semester, students will be asked to access 2 online language modules through <http://ttaconline.org>. The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each module.

Additional Readings:

- 1.) Alliance for Excellent Education. (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation. Retrieved January 12, 2012 from www.all4ed.org/files/ReadingNext.pdf
- 2.) *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
<http://dibels.uoregon.edu/>
- 3.) 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. Retrieved January 12, 2012 from <http://iseesam.com/wordpress/wp-content/uploads/2009/04/moats-spelling.pdf>
- 4.) 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.)**

Other readings relevant to special education applications as assigned by the instructor.

Course's Relationship to Program Goals and Professional Organizations:

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 Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Attendance Policy:

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.**

Late Work Policy:

All assignments should 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.**

Late assignments will be accepted in the following manner for the Language Module Reflections, Fox Text, the Early Language Article Review, the Reading Assessment Report, and the Mini Lesson (**Note: No late work will be accepted for the Group Presentation or Final Exam**):

- **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**

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester’s Schedule of Classes.

Grading Scale:

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

Evidence-Based Practices:

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, 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.

Schedule:

COURSE SCHEDULE		
Date	Topics	Assignments Due
8/27	Introductions and Icebreaker Syllabus and Course Expectations Field Placement Information Group Formation and First Meetings	
9/3	NO CLASS – Labor Day Holiday!	

<p>9/10</p>	<p>Fox Pretest</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 	<p>Read <i>Put Reading First</i></p> <p><i>First</i> (which is the first section of your customized text)</p> <p>Register with Field Placement Office if a placement is still needed</p>
<p>9/17</p>	<p>Language Development Continued</p> <ul style="list-style-type: none"> Birth through the Preschool Years 	<p>Complete & turn in certificate and reflection from the first online language module</p> <p>http://ttaonline.org</p> <p>Read <i>Teaching Children to Read</i></p> <p>http://www.nationalreadingpanel.org/Publications/researchread.htm</p>
<p>9/24</p>	<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>Complete & turn in certificate and reflection from the second online language module</p> <p>http://ttaonline.org</p> <p>Read Chapter 3</p>
<p>10/1</p>	<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 	<p>Read Chapters 6 & 7</p> <p>Access and Review: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i></p>

	<ul style="list-style-type: none"> • Informal Reading Inventory (IRI)* • Running Records; Miscue Analysis* 	http://dibels.uoregon.edu/ Please select the student that you will use for the case study by this date.
10/8	No In Class Meeting – Columbus Day Holiday! Independent Work Week with Field Placement Student	
10/15	Informal Assessment through Progress Monitoring <ul style="list-style-type: none"> • The Assessment Continuum • Reliability • Validity • Criterion-Referenced Assessment • Progress Monitoring in Reading 	Read Chapter 8 Due Early Language Development Article Review
10/22	Writing Instruction in the Inclusive Classroom <ul style="list-style-type: none"> • Nature and Organization of English orthography • Spelling Assessment • Writing Instruction 	Read Chapters 11 & 12 Read: Moats, L.C. (2006). <i>How spelling supports reading: And why it is more regular and predictable than you may think.</i> http://iseesam.com/wordpress/wp-content/uploads/2009/04/moats-spelling.pdf
10/29	Systematic and Explicit Reading Instruction <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)* 	Read Chapter 1

11/5	No Full Class Meeting – Individual Meetings on Field Placement Student/Informal Reading Assessment Report as Needed	
11/12	Factors Affecting Early Literacy <ul style="list-style-type: none"> • The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness Phonemic Awareness Group Presentation	Read Chapter 2
11/19	Advanced Word Reading Strategies <ul style="list-style-type: none"> • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)* Phonics Group Presentation	Read Chapter 4 Due Reading Assessment Report
11/26	The Dimensions of Fluency <ul style="list-style-type: none"> • Fluency Instruction* (progress monitoring*) • Accuracy, speed, and prosody Fluency Group Presentation Vocabulary Instruction* <ul style="list-style-type: none"> • Mnemonics* • Semantic maps* • Word meaning sorts Vocabulary Group Presentation	Read Chapters 5 & 9 Read <i>Reading next: A vision for action and research in middle and high school literacy</i> www.all4ed.org/files/ReadingNext.pdf Due Fox Text
12/3	Comprehension Instruction* <ul style="list-style-type: none"> • Graphic organizers* • Questioning strategies* • Self monitoring/metacognition* • Direct/explicit comprehension instruction – think aloud* 	Read Chapter 10

	Comprehension Group Presentation	
12/10	Literacy & Diversity <ul style="list-style-type: none"> • First Language Interference in Speech and Writing for English Language Learners Case Study Share Groups Course Evaluations Review for Final Exam	Read Chapter 13 Due Mini Lesson Follow Up
12/17	Final Exam	

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 required NCATE assignment for this course is the reading assessment report that will assist you in learning and understanding the implementation of a comprehensive informal reading assessment program 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 Language Module Reflections, Early Language Development Article Review, Group Presentation PowerPoint, and Mini Lesson Follow Up should be submitted via the Blackboard Digital Assignments Tab. All assignments should be submitted by the start of class on the due date (4:30PM). Assignments should not be submitted by GMU 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. Paper copies of assignments (i.e., for the reading assessment report) 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:

SRayReflec1 – Language Module 1 Reflection

SRayReflec2 – Language Module 2 Reflection

SRayArt – Early Language Development Article Review

SRayGrpPres – Group Presentation PowerPoint

SRayMiniLess – Mini Lesson Follow Up

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class meeting, except for class with Leadership Role – which is worth 2 pts.)	/15
2. Language Module Reflections (5 pts. for each Reflection 1 and 2)	/10
2. Self-Paced Completion of Fox Text	/10
3. Early Language Development Article Review	/15
4. Group Presentation	/15
*5. Reading Assessment Report	/20
6. Mini Lesson Follow Up	/10
7. Final Exam	/5
Total # of points earned	/100

***TASKSTREAM SUBMISSION REQUIRED**

The Reading Assessment Report is the required NCATE assignment for this course 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/>.

Course evaluation and final grades will be calculated based on the individual student's point score out of the possible 100 point total.

Course Assignment Details:

Attendance and Participation - Weekly [1 point per class (with the exception being the Leadership Role class which is worth 2 points) for a total of 15 points]

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, 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, respectfully, 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 (13 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 a knowledgeable and reflective manner.

During one class session, you will be asked to take a Leadership Role in the class by guiding a discussion on one part of the assigned text reading from the previous week. For this one class, additional attendance points can be earned. This assignment does not require any written work being turned in to the instructor but simply means that you will have read the specific section of

text, and gone beyond and referenced some outside information on that section of text, for which you are leading the discussion. You will come prepared with 3-5 “thinking” questions (open-ended critical thinking type questions) that ask your peers to think about the content they have read and synthesize their own thoughts and ideas on it to be shared in a discussion format.

Leadership Role Class: An extra point will be assigned for the discussion led based on: .5 = preparation of open-ended discussion questions on assigned text section; .5 = thoughtful and respectful guidance provided during discussion.

Language Module Reflections – Due September 17th & September 18th (5 points each = 10 points total)

An understanding of the key terminology and concepts underlying language development is essential for an educator’s foundation for teaching language and reading in the classroom. To this end, students will complete two online language modules that can be accessed through <http://ttaconline.org> . For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, students are asked to write a 2-page reflective paper addressing the following components:

- a. Identify one new learning point that you gained from the PowerPoint and explain why you think it is important information for a teacher of language and reading
- b. Give a specific example of how you could see yourself using your learning from the module in your current or future professional practice
- c. What were some questions or ideas that were raised about language for you as you were completing the module?

Self-Paced Completion of Fox Text – Due November 26th (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 October 15th (15 points)

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 these 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 that is of interest to them from the PowerPoint in class on early language development, 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 databases. 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>
<p>What? - What did I learn from reading this article? What connections have I made?</p> <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 	/5	

<p>So What? - What was relevant about what I learned? Why is it important?</p> <ul style="list-style-type: none"> • Relevancy of key learning points explained with specific reasons • Importance to the student's professional practice explained 	/5	
<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 	/3	
<p>Writing Style</p> <ul style="list-style-type: none"> • Grammar, spelling and clarity of expression • APA format 	/2	
<p>TOTAL</p>	/15	

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 and will select a specific skill within that area of reading on which to present. 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 (phonemic awareness, phonics, vocabulary, fluency, comprehension) from the National Reading Panel’s 2000 report and all terminology surrounding this area.
- Identification of one specific skillset underneath that particular area of reading, with a thorough description of what the skill involves and the purpose of the skill to the overall successful reading process
- An overview of the development of this skill in the typical learner in conjunction with different specific difficulties that can be seen in learners with reading difficulties
- A description of 2-3 strategies, which can be used to target this skillset, and can be used easily with students with reading difficulties
- An active demonstration of one activity that can be used for the development of this skill area, which incorporates one of the strategies described above – demonstration should engage class participation and specifically target the skill area of focus
- A description of at least one commercial reading program that can be used to provide targeted instruction in the skill area.
- A handout for the class of the most vital information on your target skill 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.”). ***Note – It should not be a copy of your PowerPoint slides, if you are using PowerPoint as your visual support.**
- 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 (beyond your course text), one well-researched website, and one peer-reviewed journal article).

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<p>Definition</p> <ul style="list-style-type: none"> ● Presentation includes a clear and accurate definition of the chosen area of reading. 	/1	
<p>Identification of Specific Skill and Overview of Skill Development</p> <ul style="list-style-type: none"> ● Presentation includes a thorough description of target skillset elements under the chosen area of reading ● Overview of the skill’s development is given for a typical 	/3	

<p>learner, with possible gaps in development highlighted for learners who have reading difficulties</p>		
<p>Description of Strategies for Instruction and Activity Demonstration</p> <ul style="list-style-type: none"> • Presentation includes a description of at least two strategies, which focus on developing the specific reading skill area • At least one of these strategies is connected to the activity demonstration. • Activity demonstration is hands-on and engaging to audience members 	/3	
<p>Commercial Reading Program</p> <ul style="list-style-type: none"> • Presentation includes a brief description of one commercial reading program, which addresses the chosen skill. 	/2	
<p>Class Handout</p> <ul style="list-style-type: none"> • At least one clear and applicable handout is distributed to the class, which focuses on the chosen skill. • Most essential information on the chosen skill is included • Uses graphics to enhance handout's visual display of concepts • Handout shows creativity and development as a group 	/2	

product		
Presentation <ul style="list-style-type: none"> • Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.). • Visual support is easy to read and understand from all areas of the classroom. • Presentation is clear and accurate. • Presentation is no longer than 20 minutes, but not shorter than 15 minutes. • Presentation is creative and involves whole class participation. • Presentation shows evidence of collaborative effort and teamwork 	/3	
Bibliography <ul style="list-style-type: none"> • At least five references (at least one textbook, one well-researched website, and one peer-reviewed journal article) • APA format 	/1	
TOT TOTAL	/15	

Informal Reading Assessment Administration and Educational Assessment Report – Due November 19th (20 points)

The Reading Assessment Report 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.

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*

Reading Assessment Mini Lesson Follow Up – Due December 10th (10 points)

Following the Reading Assessment Report, students will complete the lesson assignment, which includes a mini lesson plan designed for the target student of the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report, and select an evidence-based reading practice for application in a lesson with this student. A one page description of the selected reading intervention/practice, with at least two supporting sources (beyond the course text) must be included. The rest of the lesson plan will be completed using the lesson plan template provided by the instructor. Items included in the template will be the development of an IEP goal based on the target student's evidenced area of reading need; an instructional objective based on this goal for the specific lesson at hand; a listing of required materials for the lesson; descriptions of the introduction to the lesson and actual instruction to be provided; detailed information on how the lesson will be adapted to the particular needs of the target student; and an outline for progress monitoring.

Reading Assessment Mini Lesson Follow Up Rubric	
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 	/2
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 	/5
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 	/2
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	/10

Final Exam – Due December 17th (5 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 Reading for Virginia Educators (RVE) assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.

- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/Revised 06/25/12>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*