



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

Summer 2013

EDSE 503 B01: Language Development and Reading  
CRN: 40291, 3 - Credit(s)

<b>Instructor:</b> Ms. Debra Mossburg	<b>Meeting Dates:</b> 06/03/13 - 07/24/13
<b>Phone:</b> 703-978-6901	<b>Meeting Day(s) and Time(s):</b> MW 7:20 pm-10:00 pm
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<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, IN 222

***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.*

**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

**Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

## **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 Office, [internsh@gmu.edu](mailto:internsh@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.

## **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.

## **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. (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.
- Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. (Posted on Blackboard).
- Chapter 1: *Introduction to Language, Speech & Communications*
  - Chapter 2: *Language Development from Infancy through Adolescence*

### **Required Resources and Other Readings**

- TTAC Modules: *Region 4 Training & Technical Assistance Webshops*, <http://www.ttaonline.org>
- *Foundations of Language*
  - *Typical Language Development*

### ***Other readings relevant to special education applications:***

- Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111. (Posted on Blackboard)
- Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>
- *Consonants*.
  - *Vowels*.
- Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644. (Posted on Blackboard)
- James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33, 30-37. (Posted on Blackboard)
- Brigham, F., & Brigham, M. (2001). Current practice alerts: A focus on mnemonic instruction. *Division for Learning Disabilities (DLI) and Division for Research (DR) of the Council for Exceptional Children*, Issue 5. (Posted on Blackboard)
- Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLI) and Division for Research (DR) of the Council for Exceptional Children*. (Posted on Blackboard)

IRIS Module. *Teaching English language learners: Effective instructional practices*.  
<http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>

### **Recommended 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://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation.

<http://www.all4ed.org/files/ReadingNext.pdf>

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

### **Class Companion Websites**

A free version of the Jennings Informal Inventory (IRI) is at: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. **You need to print out use this IRI to complete the signature assignment.**

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

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard through MyMason at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp> (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

### **Course 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.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

**a.** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

**b.** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- 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. [See <http://cehd.gmu.edu/values/>]

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

## **Course Policies & Expectations**

### **Attendance.**

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. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

### **Late Work.**

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, assignment points will be deducted from your grade for late assignments in the following manner. *Group presentations must be presented on the assigned due date without exception.***

**Up to 1 week late – 5% point deduction**

**1-2 weeks late – 10% point deduction**

**2-3 weeks late – 25% point deduction**

**No assignments will be accepted more than 3 weeks late or after July 22, whichever comes first.**

### **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.

### **Written Products.**

All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5th or 6th editions are acceptable). 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.

### **Placement for this Field Experience/Case Study.**

This course requires field placement for a case study. For Part II of the Case Study, Signature Assignment you will need to assess the reading of a student with a disability (this will take approximately 3-5 sessions, 20 to 30 minutes each). Although a school setting is preferred, the case study can be completed with a student with a disability in an alternative setting (e.g., tutoring). 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 these

assignments. Students must document their field experience with the CEHD at the following website: <http://cehd.gmu.edu/endorse/ferf>

### **Signature Assignment.**

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit the signature assignment for this course to Taskstream, an electronic portfolio system.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Functional Behavior Assessment and Behavior Intervention Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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### **Grading Scale**

95 – 100% = A

90 – 94% = A-

87 – 89% = B+

84 – 86% = B

80 – 83% = B-

77 – 79% = C+

74 – 76% = C

70 – 73% = C-

60 – 69% = D

<60% = F

### **Evidence-Based Practices**

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

## Assignments

### NCATE/TaskStream Assignments.

#### 1. Reading Case Study: Signature Assignment\* (30 points)

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 7:30 pm on the respective due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. *The assignment will be evaluated using the rubric below.*

#### Reading Case Study: 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 to 6 sessions lasting 20-30 minutes per session.

- 1<sup>st</sup> Meeting: Collect information about your student. Meet with the student face-to-face and his or her teacher, parent, and/or service provider face-to-face or by phone.
- Next 2-3 meetings: Conduct the Informal Reading Inventory (IRI) and the spelling inventory.
- Final 1-2 meetings: Collect information using additional skills assessments you have selected (assessments evaluating fluency, vocabulary knowledge, comprehension, or phonemic awareness).

<p><b>Student Background</b></p> <ul style="list-style-type: none"> <li>• Collect demographic and background information significant to reading, writing, and language development. <ul style="list-style-type: none"> <li>○ Information obtained should be appropriate based on your relationship with the student (for example, if you are working 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 you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).</li> </ul> </li> </ul>	/10
<p><b>Oral Language Development</b></p> <ul style="list-style-type: none"> <li>• Consider how the student’s expressive and receptive language (both oral and written) may be impacting the student’s performance in reading and/or writing (including spelling). <ul style="list-style-type: none"> <li>○ This information can be obtained when gathering student background information, from talking with the student &amp; observations while testing, and from the test results.</li> </ul> </li> </ul>	/10
<p><b>Reading and Writing Development*</b></p> <ul style="list-style-type: none"> <li>• Correctly <b>administer</b> and accurately <b>score</b> the results of the following assessments: <ul style="list-style-type: none"> <li>○ an informal reading inventory (download from <a href="http://www.ablongman.com/jennings5e">www.ablongman.com/jennings5e</a>),</li> <li>○ a spelling assessment,</li> <li>○ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> <li>▪ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.</li> </ul> </li> </ul> </li> </ul>	/50

<ul style="list-style-type: none"> <li>• <b>Analyze</b> the results and <b>present the findings</b> in an educational report that: <ul style="list-style-type: none"> <li>○ Provides a general description of each assessment including what kind of information can be obtained from the assessment</li> <li>○ Presents the results of each assessment including: <ul style="list-style-type: none"> <li>▪ a reporting of the results for each assessment (a table is often helpful here),</li> <li>▪ an indication of whether this area of reading/writing is an area of concern; and</li> <li>▪ a narrative error analysis of student strengths and weaknesses on the assessment given</li> </ul> </li> </ul> </li> <li>• <b>All completed assessment protocols must be attached to the final report</b></li> </ul>	
<b>Summary</b> <ul style="list-style-type: none"> <li>• Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> <li>○ This should be based upon student background information and findings from assessments (including relevant student behavior)</li> </ul> </li> </ul>	/5
<b>Recommendations*</b> <ul style="list-style-type: none"> <li>• Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> <li>○ Classroom recommendations should be evidence-based and grade/age appropriate</li> <li>○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) <ul style="list-style-type: none"> <li>▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider</li> </ul> </li> </ul> </li> <li>• Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.</li> </ul>	/20
<b>Style</b> <ul style="list-style-type: none"> <li>• Professional report format that targets multiple audiences: parents, teachers, and other educational professionals</li> <li>• Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</li> </ul>	/5
<b>Total Assignment Points</b>	/100
<b>Total Course Points (Total Assignment Pts. Earned x .30 = Total Course Pts.)</b>	/30

### Common Assignments.

#### 2. Phonics Self-Study\* (10 points)

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes and highlight for yourself. **Plan to turn in the Fox text at the beginning of the class session on the due date, which is the date of the midterm exam.** You will receive the book back at the end of class. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

#### 3. Final Exam \* (5 points)

The final exam will include multiple choice and short essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at <http://www.ets.org/s/praxis/pdf/5306.pdf>.

## **Other Assignments.**

### **1. TTAC Language Modules\* (6 points)**

You will complete two online modules for this assignment. You will bring a hard copy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

To access the modules, you will need to:

1. Go to <http://ttaconline.org> and click on Region 4.
3. Click on the online training tab on the far right at the top.
4. On the **View By** drop-down box, highlight *Category*. From the left-hand list, click on *Communication/Language*.
5. There are two language modules listed (Part I and Part II). Click on the title of the first module; you will be prompted to sign in. If you don't already have a TTAC account, click on *Create User Profile*. Once you've created a profile, return to this page and sign in.
6. **Note:** The modules can only be opened in Adobe Acrobat 9.0 or greater, as they include video and audio. Once inside a module, note the pause, volume, etc. buttons which will help you navigate through the presentation.
7. Training certificates are awarded upon the successful completion of the Webshop requirements. The certificate may be printed from an online template for the user's personal records and to turn in to the Instructor.

### **2. Fluency Module\* (5 points)**

You will complete an online module (found on Blackboard) that will help you to prepare to assess your student's oral reading fluency for your signature assignment. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

### **3. Spelling Module\* (5 points)**

You will complete an online module (found on Blackboard) that will help you to prepare to assess your student's spelling and developmental word knowledge for your signature assignment. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

### **4. Midterm Exam\* (10 points)**

The midterm exam will include multiple choice and application items that cover the content of the Fox phonics self-study.

### **5. Group Project\* (15 points)**

During the first week of class, you will form small groups, each of which will be assigned one of the five domains of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension). Your group will be responsible for developing a 20-minute presentation on instructional strategies that address your domain, including a description of one commercial product. Your presentation should be active and engaging, and include:

- A description of 3-5 instructional strategies or interventions that can be used to address skills within this domain and can be used easily with students with reading difficulties.
- An active demonstration of at least one of the strategies that engages class participation.
- 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 that describes each strategy or program and its use (sample template will be provided)
- A bibliography (APA format) with at least five references (must include at least one textbook or tradebook (other than course text), one well-researched website, and one article from a practitioner publication or journal).

*Additional directions and grading rubric for this assignment will be provided by the instructor.*

**6. Attendance & Participation – ( 1 point each, 1<sup>st</sup> 7 weeks = 14 points)**

Taking an active part in class meetings is a key ingredient for learning. Class participation includes:

- Participating in class activities
- Thoughtfully contributing to class discussions
- Listening to the ideas of peers respectfully
- Demonstrating an enthusiasm for learning
- Successfully facilitating assigned group work activities

Points may be negatively affected by being late to class, demonstrating a disinterest in material and activities, lack of digital etiquette (non-class related use of cell phones, laptops, etc.)

***\*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 and 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 and presentations throughout the course.***

**TOTAL POINTS POSSIBLE: 100**

## Schedule

Date	Assignments Due and Class Topic	Reading Assignments
6/3	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Discussion of Signature Assignment: Case Study &amp; Field Experience</li> <li>• 5 Domains of Reading Instruction</li> <li>• Introduction to Group Project</li> <li>• Language Development – Relevant Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Language Development and Reading (LDR)</i> Put Reading First, pp. xv-lxxii</li> </ul>
6/5	<p><b>DUE: Personal Profile Fox Pretest</b></p> <ul style="list-style-type: none"> <li>• Oral Language Development</li> <li>• Group Project Assignments &amp; Overview</li> <li>• Small groups: Begin plans for group project</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard: Polloway Chapters 1 &amp; 2</li> <li>• Oral Language Modules (TTAC)</li> </ul>
6/10	<p><b>DUE: TTAC Oral Language Module Certificates</b></p> <ul style="list-style-type: none"> <li>• An Introduction to Systematic, Explicit Reading Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 1</li> </ul>
6/12	<p><b>Independent Study (no class meeting tonight)</b></p> <ul style="list-style-type: none"> <li>• On-line modules</li> <li>• Phonics Self-Study</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard: Edelen-Smith (1997)</li> <li>• Blackboard: Reading Rockets Podcasts</li> <li>• <i>LDR</i>, Chapter 6</li> </ul>
6/17	<p><b>DUE: IRI Binder</b></p> <ul style="list-style-type: none"> <li>• Collecting Diagnostic Information Reading Assessments Individual Reading Inventories Running Records Miscue Analysis Background Information</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 7</li> </ul>
6/19	<p><b>DUE: Fluency Module Phonemic Awareness Presentation</b></p> <ul style="list-style-type: none"> <li>• Early Literacy</li> <li>• Beginning Reading &amp; Early Decoding</li> <li>• Phonemic Awareness Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapters 2, 3</li> </ul>
6/24	<p><b>DUE: Spelling Module Phonics Presentation</b></p> <ul style="list-style-type: none"> <li>• Advanced Word Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 4</li> </ul>
6/26	<p><b>DUE: DRAFT Student Background &amp; Oral Language Dev. Sections of Signature Assignment Fluency Presentation</b></p> <ul style="list-style-type: none"> <li>• Fluency Instruction</li> <li>• Progress Monitoring</li> <li>• Peer Review/Editing of Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapters 5, 8</li> <li>• Blackboard: Hasbrouck &amp; Tindal (2006)</li> </ul>
7/1	<p><b>DUE: Phonics Self-Study</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics Midterm</b></li> <li>• Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 12</li> <li>• Blackboard: James, Abbott &amp; Greenwood (2001)</li> </ul>
7/3	<p><b>No Class (4<sup>th</sup> of July Break)</b></p>	

7/8	<b>DUE: DRAFT Reading and Writing Development Section of Signature Assignment</b> <b>Vocabulary Presentation</b> <ul style="list-style-type: none"> <li>• Vocabulary Instruction</li> <li>• Peer Review/Editing of Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 9</li> <li>• Blackboard: Brigham &amp; Brigham (2001)</li> </ul>
7/10	<b>DUE: DRAFT Summary and Recommendations Section of Signature Assignment</b> <b>Comprehension Presentation</b> <ul style="list-style-type: none"> <li>• Comprehension Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 10</li> <li>• Blackboard: Berkeley &amp; Mastropieri (2010)</li> </ul>
7/15	<b>DUE: Signature Assignment</b> <ul style="list-style-type: none"> <li>• Developmental Word Knowledge</li> <li>• Peer Review/Editing of Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 11</li> </ul>
7/17	<ul style="list-style-type: none"> <li>• Instructional Strategies for Diverse Learners</li> <li>• Readability Formulas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 13</li> <li>• Blackboard: IRI Module: Teaching English Language Learners: Effective Instructional Practices</li> </ul>
7/22	<ul style="list-style-type: none"> <li>• Instructional Strategies for Active Engagement</li> <li>• Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>• <i>TBA</i></li> </ul>
7/24	<b>FINAL EXAM</b>	

7/3	<b>DUE: DRAFT Reading and Writing Development Section of Signature Assignment</b> <i>Vocabulary Presentation</i>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 9</li> <li>• Blackboard: Brigham &amp; Brigham (2001)</li> </ul>
7/8	<b>DUE: <i>Comprehension Presentation</i></b>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 10</li> <li>• Blackboard: Berkeley &amp; Mastropieri (2010)</li> </ul>
7/10	<b>DUE: DRAFT Summary and Recommendations Section of Signature Assignment</b>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 11</li> </ul>
7/15	<b>DUE: Signature Assignment</b>	<ul style="list-style-type: none"> <li>• <i>LDR</i>, Chapter 13</li> <li>• Blackboard: IRI Module: Teaching English Language Learners: Effective Instructional Practices</li> </ul>
7/17	<ul style="list-style-type: none"> <li>• Instructional Strategies for Active Engagement</li> <li>• Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>• <i>TBA</i></li> </ul>
7/22	Individual appointments to review Signature Assignment	
7/24	<b>FINAL EXAM</b>	
7/15	<b>DUE: Signature Assignment &amp; Proposed Topic for Final Presentation</b>	<ul style="list-style-type: none"> <li>• <i>TBA</i></li> </ul>
7/17	<b>Class Meeting Optional Tonight</b> Work independently or in groups on Final Presentation Instructor will be available for consultation	
7/22	<b>FINAL EXAM</b>	
7/31	<b>Student Presentations</b>	

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

### Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points Earned</i>
1. TTAC Language Modules (3 points each)	/6
2. Fluency Online Module (Blackboard)	/5
3. Spelling Online Module (Blackboard)	/5
4. Phonics Self-Study	/10
5. Midterm Exam	/10
6. Reading Case Study (Signature Assignment)	/30
7. Group Presentation	/15
8. Participation, Quizzes & In-Class Activities	/14
9. Final Exam	/5
<b>Total Course Points Earned</b>	<b>/100</b>

### Learning Team Member Contact Information

<i>Name</i>	<i>Email</i>	<i>Phone</i>

### Schedule

