



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

Spring 2014

EDSE 503 685: Language Development and Reading

CRN: 17973, 3 - Credits

Instructor: Dr. Sharon Ray	Meeting Dates: 01/21/14 - 05/14/14
Phone: Office (703) 993-5247 Cell (703) 673-8540	Meeting Day(s): Thursday
E-Mail: sray4@gmu.edu ***Best Contact Method!***	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: Before/After Class or By Appointment	Meeting Location: ARLFH 311

***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-requisites: 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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

Fox, B. (2013). *Phonics and word study for the teacher of reading* (11th ed.). Boston, MA: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

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 Wednesday evening before Thursday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

****Starting January 30th, 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 Relationships 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 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.

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 may result in no credit for this course.

Late Work.

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

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* 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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

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

Course 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. You will need to submit this assignment to Taskstream. 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 (5PM). 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 and the Fox text) turned in during class should be given to the professor at the beginning of the class session on which they are due. The reading assessment report must also then be submitted to Taskstream. 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>).

Submitted assignments 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 Blackboard. 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 (Blackboard)

SRayReflec2 – Language Module 2 Reflection (Blackboard)

SRayArt – Early Language Development Article Review (Blackboard)

SRayGrpPres – Group Presentation PowerPoint (Blackboard)

SRayMiniLess – Mini Lesson Follow Up (Blackboard)

SRayReadRep – Reading Assessment Report (Taskstream)

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class Meeting)	/15
2. Language Modules Reflection	/10
3. Self-Paced Completion of Fox Text	/10
4. Early Language Development Article Review	/15
5. Group Presentation	/15
*6. Reading Assessment Report	/20
7. Mini Lesson Follow Up	/10

8. 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.

Assignments

Performance-based Assessment (TaskStream submission required).

**Informal Reading Assessment Administration and Educational Assessment Report
– Due March 27th (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 child 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*

**Performance-based Common Assignments (No TaskStream submission required).
Self-Paced Completion of Fox Text – Due April 10th (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 (2013) self-instruction textbook outside of class. We will complete the pretest and posttest 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-VI must be completed. ***Parts VII and VIII can be completed for an additional bonus point each for your final grade.***

Final Exam – Due May 8th (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.

Other Assignments.

Attendance and Participation - Weekly [1 point per class (with the exception being the Leadership Role class which is worth 5 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, respectively, and
- f. demonstrating an enthusiasm for learning,
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned

content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials, specifically.

Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.

Specific Attendance Points: Each class (15 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.

Language Modules Reflection – Due February 13th (10 points)

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://ttaonline.org>. The titles of the two modules are: *Oral Language Development, Language Foundations Part I* and *Oral Language Development, Typical Development Part II*. 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 3-5 page reflective paper addressing the following components on both modules collectively:

- a. Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading
- b. Give at least 2 specific examples 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 modules?
- d. Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you

Language Reflection Rubric

- | | |
|---|----|
| a. 3 new learning points that you gained from the module presentations | |
| Explanation of why you think it is important information | /5 |
| b. At least 2 specific examples of how you could see yourself using your learning | /2 |
| c. Questions or ideas that were raised about language | /1 |

- d. 2-3 specific areas in language development that you would like to explore further /2

Early Language Development Article Review – Due February 27th (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 and/or the online language modules) 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 should target learners at the preschool level or younger.** 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>
What? - What did I learn from reading this article? What connections have I made? <ul style="list-style-type: none"> • Several specific key learning points described from the article • Connections made between key points in the article, the text, and student’s own understandings 	/5	
So What? - What was relevant about	/5	

<p>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 		
<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"> • Appropriate usage of standard written English grammar, spelling and clarity of expression • APA format 	/2	
TOTAL	/15	

Group Presentations – Varying Weeks by Presentation Topic (15 points)

On the second 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. The group will select 3 specific activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 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, demonstrating activities for peers in a dynamic way or actually engaging your peers in the activities in a hands-on manner. Elements that should be included are:

- 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 skills underneath that particular area of reading and a description of the purpose of those skills to the overall successful reading process
- A description of 2-3 activities, which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.
- **Active demonstration/engagement of peers with at least two of the three activities for your designated area of reading is required.** Activities can take the form of innovative usage of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device
- A handout for the class of the most vital information on your reading activities 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 three references, including one-reputable website is required

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Definition <ul style="list-style-type: none"> ● Presentation includes a clear and accurate definition of the chosen area of reading. 	/1	
Identification of Reading Area Skills <ul style="list-style-type: none"> ● Presentation includes a thorough description of target skills under the specific area of reading 	/3	
Description of Three Activities for Instruction <ul style="list-style-type: none"> ● Presentation includes a description of at least three strategies, which focus on developing the specific reading area 	/3	
Engaging Demonstration/Hands-On	/2	

<p>Activities</p> <ul style="list-style-type: none"> • At least two of the activities involve demonstration for and/or active engagement • Activity demonstration is hands-on and engaging to audience members 		
<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 activities for the area of reading. • Most essential information on activities included • Uses graphics to enhance handout's visual display of concepts • Handout shows creativity and development as a group product 	/2	
<p>Presentation</p> <ul style="list-style-type: none"> • Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.). • Visual support is easy to read and understand from all areas of the classroom. • Presentation is clear and accurate. • Presentation is no longer than 25 minutes, but not shorter than 20 minutes. • Presentation is creative and involves whole class participation. • Presentation shows evidence of collaborative effort and teamwork 	/3	
<p>Bibliography</p> <ul style="list-style-type: none"> • At least three references (including at least one reputable website) 	/1	

• APA format		
TOT TOTAL	/15	

Reading Assessment Mini Lesson Follow Up – Due May 1st (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"> • Locate/develop a progress monitoring measure, • Determining how often you will assess the student, and 	/2

<ul style="list-style-type: none"> Determine how you will make educational decisions based on student progress 	
Writing Style	/1
<ul style="list-style-type: none"> Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	
TOTAL	/10

Schedule

COURSE SCHEDULE		
Date	Topics	Assignments Due
1/23	Introductions and Icebreaker Syllabus and Course Expectations Field Placement Information Fox Pretest	
1/30	Group Formation and First Meetings A Historical Perspective <ul style="list-style-type: none"> Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* Language Development <ul style="list-style-type: none"> Rules, Forms, and Functions of Language 	Read <i>Put Reading First</i> (which is the first section of your customized text) Register with Field Placement Office if a placement is still needed
2/6	Language Development Continued <ul style="list-style-type: none"> Birth through the Preschool Years 	Read <i>Teaching Children to Read</i> http://www.nationalreadingpanel.org/Publications/researchread.htm
2/13	Language & Literacy in the Beginning School Years <ul style="list-style-type: none"> Selecting/evaluating text for diverse learners; readability Concepts of Print 	Read Chapter 3 Due Language Modules Reflection & Certificates
2/20	Gathering Background Information <ul style="list-style-type: none"> Forms & Procedures for Obtaining Student Educational Histories 	Read Chapters 6 & 7 Access and Review: <i>The Dynamic Indicators of Basic</i>

	Collecting Diagnostic Information <ul style="list-style-type: none"> • Informal Assessments • Informal Reading Inventory (IRI)* • Running Records; Miscue Analysis* 	<i>Early Literacy Skills (DIBELS)</i> http://dibels.uoregon.edu/ Please select the student that you will use for the case study by this date.
2/27	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
3/6	<u>*Note: Online Class:</u> 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 Due Early Language Development Article Review
3/13	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
3/20	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
3/27	Advanced Word Reading Strategies <ul style="list-style-type: none"> • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)* 	Read Chapter 4 Due Reading Assessment

	Phonics Group Presentation	Report
4/3	The Dimensions of Fluency <ul style="list-style-type: none"> • Fluency Instruction* (progress monitoring*) • Accuracy, speed, and prosody Fluency Group Presentation Fox Post-test	Read Chapter 5 Read <i>Reading next: A vision for action and research in middle and high school literacy</i> www.all4ed.org/files/ReadingNext.pdf
4/10	Vocabulary Instruction* <ul style="list-style-type: none"> • Mnemonics* • Semantic maps* • Word meaning sorts Vocabulary Group Presentation	Read Chapter 9 Due Fox Text
4/17	<i>Spring Break</i>	
4/24	Comprehension Instruction* <ul style="list-style-type: none"> • Graphic organizers* • Questioning strategies* • Self monitoring/metacognition* • Direct/explicit comprehension instruction – think aloud* Comprehension Group Presentation	Read Chapter 10
5/1	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
5/8	Final Exam	

NOTE:

* This syllabus may change according to class needs.

*** If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**

Appendix