



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

Spring 2014

EDSE 503 686: Language Development and Reading

CRN: 17974, 3 - Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 03/20/14 - 05/22/14
Phone: o703-993-5448; c802-595-9663	Meeting Day(s): Thursday
E-Mail: sasen@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: by appointment (206a Finley)	Meeting Location: Chantilly HS room 240
<p>"The beautiful thing about learning is that no one can take it away from you." ~ B.B. King</p> <p>"I have always imagined that paradise will be a kind of library." ~Jorge Luis Borges</p> <p>"Once you have learned to read, you will be forever free." ~Frederick Douglass</p> <p>"Oh, magic hour, when a child first knows she can read printed words!" ~Betty Smith, <i>A Tree Grows in Brooklyn</i> (1943)</p> <p>"Never trust anyone who has not brought a book with them." ~Lemony Snicket</p> <p>"There is more treasure in books than in all the pirate's loot in <i>Treasure Island</i>." – Walt Disney</p> <p>"A book is a gift you can open again and again." ~Garrison Keillor</p> <p>"I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. ~Anna Quindlen</p> <p>"To read without reflecting is like eating without digesting. ~Edmund Burke</p> <p>"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." ~~ Chinese proverb</p> <p>"Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read." ~Groucho Marx</p>	
<p>NOTE: The open window for registering with the Field Placement Office the student subject for the NCATE assignment is through April 4, 2014. https://cehd.gmu.edu/endorse/ferf (it is assumed that cohort students will not need placement assistance). For information and assistance on registration contact fieldexp@gmu.edu.</p>	

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

Students:

- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

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; and
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. (2008). *Language development & reading*. Boston, MA: Pearson. ***Customized text – available this link ONLY – <http://store.pearsoned.com/goergemason> ISBN: 13: 9781256104575

Fox, B.J. (2010). *Phonics and structural analysis for the teacher of reading. (11th edition)*. Columbus, OH: Prentice Hall. ISBN-13: 9780132838092

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

Please refer to the latest edition of the Publication Manual of the American Psychological Association, Sixth Edition. <http://www.apastyle.org/manual/index.aspx>

Required Readings and Resources

- <http://www.ttaonline.org> At this site you will access the webshops
 - Oral Language Development: Language Foundations, Part I
http://www.ttaonline.org/staff/s_training/s_training_Info.asp?selWebshop=mbetz11172011110632pm&selAuthor=sberkele
 - Oral Language Development: Typical Development, Part II
http://www.ttaonline.org/staff/s_training/s_training_Info.asp?selWebshop=mbetz11172011112438am&selAuthor=sberkele
 - Oral Language Development: Developing Speech & Language Skills in the Classroom, Part III
http://www.ttaonline.org/staff/s_training/s_training_Info.asp?selWebshop=meghan10102012113951am&selAuthor=Meghan
- A version of the Jennings Informal Reading Inventory (IRI) is at this web site: http://wps.ablongman.com/ab_jennings_readprobs_5/ (click on **Appendix C** to be taken to the PDF file of the assessment). You will need the IRI to complete the case study assignment.
- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>.
- Use of online resources from Children of the Code: <http://www.childrenofthecode.org>.

- Additional required readings and resources are assigned as necessary, per instructor discretion. These may be listed on the course calendar or assigned in class sessions. Supplemental resources are posted on the course Blackboard (Bb) site.

Additional readings may be 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.

- Students, to receive participation credit for a class session, are expected to be in attendance , exhibit professional dispositions, and come to class fully prepared (all assignments completed and submitted). Attendance includes:
 - (a) Arriving on time, including back from break(s),
 - (b) Staying in the classroom/activity area for the duration of the class time,
 - (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
 - (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
 - (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Class starts promptly at 4:30 p.m. and ends at 9:00 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the instructor. It will not be considered disruptive or disrespectful to leave at 9:00 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- When possible, please alert the instructor via email, phone, or text at least 2.5 hours prior to class of impending late arrival, early exit from class, or absence (see information below). After 2:00p on the day of class, as the instructor may not be available electronically or by phone, please **additionally** call or text a classmate, who then will inform the instructor.
- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.
 - (a) Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class you must make your own decision.
 - (b) Students who are absent or who miss partial class time are held responsible for the material

covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

(c) All students are granted one absence; however, ***all work still is due on Blackboard according to the course calendar*** (please bring your printed copies to class the next week) and class session participation points are not awarded if a student has not attended class.

(d) A second absence will result in the final grade dropping by 5 points.

(e) Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

(f) ***If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the instructor regarding the impact on your grade and you must notify the instructor by email prior to the start time of a missed class session.***

Late Work.

An assignment is considered late if it is not submitted by the posted due date and time.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard and bringing a print copy of each assignment to class on the due date. The ***posting of work to Blackboard is due no later than 4:30 p.m. the day it is due.*** The final copy of the course NCATE/TaskStream assignment, the ***Reading Case Study paper, is by 4:30 p.m. the last day of class both on Blackboard and in print/hard copy.***

- Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

- When the format for assignment response includes print/hard copy, students must make every effort to bring to class a print/hard copy, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the instructor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the Reading Case Study, which ***must*** be submitted on time in print as well as electronically (see above).

- For late submissions of assignments:

(a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.

(b) The earlier date that the assignment was received by the instructor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the instructor will not print out student work and, therefore, will not provide feedback or grade the work until a

printed copy is received.

(c) The assignment will not be considered completed until the work is posted to Blackboard *and* handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment. The assignment still must be submitted by the last class session; otherwise, the course will not be considered completed until the work, of satisfactory quality, is received by the instructor. This may result in the assignment of a grade of Incomplete, which will be changed once the instructor receives the delinquent work.

(d) Presentations and related materials are due in class and posted to Blackboard according to the class schedule.

Other Considerations:

Communication.

- **Written Language:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.

- **Oral Language:** Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- ***Your GMU email address and the instructor’s GMU email address are the only email addresses that will be used for communication in this course.*** Student email is accessed at <http://masonlive.gmu.edu>. **ALL** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

- Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your ***GMU email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.***

- Communications from the instructor as well as university announcements are sent to your GMU email address. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is

available at <http://itservices.gmu.edu/>.

- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please send outgoing email messages **only** through your GMU email account when related to this course and GMU business. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, **send any reply/outgoing message to the instructor via your GMU email account.** (To forward email: Go to <http://mail.gmu.edu>. Click on the “Options” tab at the top of the page. Click on “Settings” link on the left of the page. In the box labeled “Mail Forwarding” type in your most-checked email account.)
- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).
- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

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

Attendance, preparation, and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

93 – 100 points = A
90 – 92 points = A-
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

Assignments

Performance-based Assessment (TaskStream submission required).

The NCATE assignment for EDSE 503 is a Reading Case Study. This assignment requires you to select a student with a mild disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment. Components of the assignment include:

- Providing demographic and background information on the student subject,
- Administering at least 3 assessments (2 of which must be the Jennings Informal Reading Inventory and the Developmental Spelling Assessment, the results of which are used to determine appropriate additional assessments), and
- Composing an assessment report.

Details about the NCATE assignment are shared in the syllabus appendix, “Major Learning Activities” (provided under separate cover).

Performance-based Common Assignments (No TaskStream submission required).

- Completion of phonics text ("Fox") and post-test
- Final on-line exam (developed by 503 course leads)

Other Assignments.

Major learning assignments and course assessments are described in appendices to this syllabus (and, therefore, are considered part of the course syllabus).

Schedule

The course calendar, which is a part of the course syllabus, is included in an appendix to this syllabus (and, therefore, is considered part of the course syllabus).