



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

Fall 2014

EDSE 503 698: Language Development and Reading

CRN: 81392, 3 - Credits

<b>Instructor:</b> Dr. Tiffany Brocious	<b>Meeting Dates:</b> 9/10/2014 - 11/12/2014
<b>Phone:</b>	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> @gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b>	<b>Meeting Location:</b> Loudoun, TBA

***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

**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) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Face-to-Face

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](mailto: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](mailto: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

Fox, B. (2014). *Phonics and word study for the teaching of reading: Programmed for self-instruction*. (11<sup>th</sup> ed). Boston, MA: Pearson.

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

## 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

### *Jennings Informal Inventory (IRI)*

A version of the Jennings Informal Inventory (IRI) is at this web site:

[www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e) as Appendix C. You will need to use an IRI to complete your reading assessment report.

### *Access to Course Blackboard Site*

## **Additional Readings**

As assigned by 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/the-mason-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 will 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.**

## 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.

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 points

A-= 90-94 points

B+= 87-89 points

B= 80-86 points

C+=77-79 points

C= 70-76 points

F=69 points and below

### **Assignments**

**Performance-based Assessment (TaskStream submission required).**

*NCATE/TaskStream Assignments.*

*Informal Reading Assessment Administration and Educational Assessment Report (20 points)*

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/> .

*Guidelines:*

*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. (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 parent/ teacher/or service provider. )*

*-1 meeting: observe a reading class; collect information about your student (meet w/teacher, parent, service provider, face-to-face or by phone, etc.)*

*-2 - 3 meetings: conduct the Informal Reading Inventory (IRI)*

- 1 - 2 meetings: collect information using additional skills assessments you have selected

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

- 1. Completion of Fox Text Chapters (20 points)**- Pages are assigned each week and instructor will check that answers have been written in the book for the chapters assigned. 3 points will be deducted each week assigned chapters are not completed.
- 2. Weekly Quiz on Reading Chapters (20 points)**- Each week, students will be given a quiz on assigned reading chapters. Each quiz will have 3 questions for a total of 3 points each.
- 3. Class Participation (20 points)**-In each class, there will be numerous activities for students to engage in conversations, collaborative learning, and presentations.
- 4. Final Exam (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.**

**Interview and Observation of Reading Specialist (15 points)**-Students are expected to observe a reading specialist with a group of students for a minimum of one reading group session. Following the observation, students will interview reading specialists on record keeping and progress monitoring. Information from the observation and interview will be written in APA format with the name of the teacher unidentified. Please see rubric for this assignment in Appendix.

**Schedule**

<b>Date</b>	<b>Topic/Discussion</b>	<b>Due for next session</b>
September 10	Overview of Course Language Development Fox Pretest in Class Fox General Knowledge and Concepts Part 1	Read Chapters 1 and 2 in Language Development and Reading Complete pp. 29-70 of Fox Text
September 17	Emergent Literacy Skills AuditoryDiscrimination Phonemic Awareness	Read Chapters 3 and Chapter 11 in Language Development and Reading Complete pp. 71-92 of Fox Text
September 24	Phonics and Spelling Chapter 4	Read Chapters 6 and 7 in Language Development and Reading



		Complete pp. 93-142 in Fox Text
October 1	Running Records Informal Reading Inventories	Read Chapter 8 in Language Development and Reading Complete pp. 143-156 in Fox Text
October 8	Progress Monitoring	Read Chapter 9 in Language and Reading Complete pp. 157-166 in Fox Text
October 15	Vocabulary	Read Chapter 5 in Language Development and Reading Complete pp. 167-192 in Fox Text
October 22	Fluency	Read Chapter 10 in Language Development and Reading Complete pp. 193-220 in Fox Text <b>TaskStream Submission by 5:00 PM on October 21.</b>
October 29	Comprehension and Writing Chapter 12 Fox Test- Posttest in Class	Observation and <b>Interview of a Reading Specialist due by 5:00 PM on November 4.</b>
November 5	<b>Final Exam</b>	Read Chapter 13 in Language Development and Reading
November 12	SIOP and Literacy Instruction for Diverse Learners	

## Appendix

### Reading Specialist Interview/Observation

Date, time, and grade level of observation is identified.	1 point
Each activity observed in the group lesson is identified along with the number of minutes for each activity.	5 points
4 questions are developed for the interview regarding daily data collection and progress monitoring.	4 points
Answers to questions are thoroughly answered with examples.	4 points
Teacher's name remains anonymous	1 point
<b>Total</b>	<b>15 points</b>

