



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

Spring 2015

EDSE 503 621: Language Development and Reading

CRN: 18085, 3 - Credits

Prince William 21

Table with 2 columns: Instructor/Phone/E-Mail/Office Hours and Meeting Dates/Day(s)/Time(s)/Location. Includes a large text block with various quotes about reading and a final note about registration.

**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**

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; and
7. Reflection and self-assessment.

### **Field Experience Requirement**

A Field Experience is 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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, and 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

- Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies*, 7<sup>th</sup> edition, Pearson, ISBN 9780132837804
- Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1<sup>st</sup> edition, Brookes Publishing, ISBN 9781598573060
- Fox, B.J. (2010). *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student will need to purchase hard copy.)

### 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>

### **Required Resources and Readings**

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

**Additional Readings may be assigned by the professor.**

### **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.

- Students register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Students also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Students who are unable to attend class and

complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

- 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://cehd.gmu.edu/teacher/professional-disposition>).
  
- 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 professor. 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.
  
- 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 and/or in coming to class late or leaving early, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of the impacted class session(s).*** In general, extenuating circumstances involve a serious health situation (self; immediate family member). Please discuss with the professor extenuating circumstances surrounding job responsibilities.

## Late Work.

An assignment is considered late if it is not submitted as outlined below.

- 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 common assessment, the Reading Case Study assignment, is due 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 professor and peers 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 professor 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 professor 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 professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor 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.
  - (d) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule.

## Other Considerations.

- A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the Reading Case Study, also receive an evaluation in TaskStream of “DOES NOT MEET EXPECTATIONS.”



- Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade. A student who verifies extenuating circumstances must make arrangements through the professor no later than 10 calendar days prior to the last day of class for taking the final exam no later than the date of the last class session.

- **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 formal assignment 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 formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional 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 professor’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.*** 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](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>. It is your responsibility to communicate with the professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

- 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/](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](mailto: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

#### **Note:**

- Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade.
- A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the Reading Case Study, also receive an evaluation of “DOES NOT MEET EXPECTATIONS” entered for the artifact in TaskStream.

### **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 section, “Major Learning Activities” (provided under separate cover). **Note:** A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and also receive an evaluation of “DOES NOT MEET EXPECTATIONS” entered for the artifact in TaskStream.

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

- Required completion of phonics text ("Fox") and post-test
- Required completion of final computer-based exam. **Note:** Failure to take the final exam by the end of the course will result in a deduction of 10 points from the final course grade.

### **Other Assignments.**

#### **I. Attendance and Participation (8% of final grade)**

- Attendance includes:
  - Promptness (getting to class and back from breaks on time) and
  - Being present for the full duration of class.
- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared—i.e., having completed the required assignments. Participation considers the student’s professional dispositions and level of engagement in class activities and includes but is not limited to:
  - Preparing in advance for the session by completing assigned work;
  - Contributing thoughtfully and fully to class activities and discussions;
  - Listening to the ideas of others;
  - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
  - Demonstrating enthusiasm for learning;
  - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
  - Facilitating group work;
  - Self-assessing course work; and
  - Writing a class session “take away”: based on material in that class session, a personal learning connection, including WHY that connection is relevant to you (written at the end of class on the participation assessment matrix).
- **NOTE:** Taking the final exam during the last class session is required and points are earned for the exam; therefore, a point is not awarded for attendance at the last class.

#### **II. Questions to Guide Reading (7% of final grade)**

For each of 7 presentations by classmates based on the course readings, students use the questions prepared by presentation teams to guide reading. Students bring to class the questions (answered/prompts completed) for use in the presentation and for later review.

### **III. Topic Presentation (20% of final grade)**

All students in the course are responsible for reading the course materials according to the course calendar. Additionally, each student participates in a group presentation focused on topics in the required texts. One team is assigned content other than that presented in a course text. ***The purpose of the presentation and its activities is to assist class members in processing and applying the chapter's essential content to literacy instruction.***

The team members are responsible for working as a group to develop a 90 – 120 minute presentation. Time allocation is to be determined by the professor and depends on the size of the teams and on the topics. The professor individually will give direction to each team.

The chapter presentation emphasizes:

- Key points for understanding the topic;
- Instructional methods and strategies for teaching struggling readers in the area of focus;
- Ways to monitor progress/assess student mastery; and
- Practice RVE questions (explained below).

Team members, as part of the presentation, also respond to additional questions and comments that arise.

To assist classmates in review and preparation for the Reading for Virginia Educators (RVE) exam, a week before the presentation the team posts to Bb and distributes to class members at least 10 multiple choice and two constructed response prompts to serve as a learning/reading guide. The questions are selected from documents in the course Bb folder “RVE Practice Materials” (with source and page numbers cited), though the team may need to create some questions. These review questions with answers are embedded into the presentation. At the conclusion of the presentation, class members are provided an answer key, including examples for the constructed responses.

The presentation includes providing at least one additional handout that serves as study materials to review essential points. These may include items such as a study guide, a topic outline, and/or visual representations/graphic organizers of important ideas, etc.

All materials used in the presentation are due, posted to Bb, no later than 10:00 a.m. the day of the presentation. The exception is the bank of RVE reviews questions, which are due the class session prior to the presentation.

All resources, as appropriate, should be noted using APA format.

**NOTE:** Following completion of the presentation, team members (as a group) will evaluate the presentation by assigning points earned on the assessment matrix (to be reviewed, confirmed, or changed by the professor). Additionally, the team (as a group) writes a reflection on how well the team assisted the audience (classmates) in understanding the concepts and important information (e.g., strategies for instruction to improve a child's mastery in the focus area; how to assess mastery). Each team member will add to this reflection a statement of the most significant gain in knowledge that resulted for that individual. This self-assessment is due by 6:00 p.m. on the Sunday following the presentation via *both* the team's presentation Bb drop box and to the professor via GMU email. Each team member prints and puts in his/her class folder a copy of the assessment (matrix with points and written reflection).

- For information on effective presentations and tips, go to:  
<http://seggleston.com/1/business/key-steps>  
<http://go.owu.edu/~dapeople/ggpresnt.html>  
<http://www.auburn.edu/~burnsma/oralpres.html>  
[http://www.presentationmagazine.com/Essential\\_Presentation\\_skills.htm](http://www.presentationmagazine.com/Essential_Presentation_skills.htm)  
[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.htm](http://www.timetomarket.co.uk/presentation-skills-tips_November.htm)
- For information on effective use of slideshow/PowerPoint presentations, go to:  
<http://mason.gmu.edu/~montecin/powerpoint.html>  
<http://wmich.edu/writing/readability>  
<http://www.garreynolds.com/preso-tips/design/>  
[http://www.ellenfinkelstein.com/powerpoint\\_tips.html](http://www.ellenfinkelstein.com/powerpoint_tips.html)  
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>  
<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>  
[http://www.utexas.edu/lbj/21cp/syllabus/powerpoint\\_tips2.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm)  
[http://www.utexas.edu/lbj/21cp/syllabus/powerpoint\\_tips.htm](http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm)
- Recommended books on educational presentations:
  - Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.
  - Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

#### **IV. Self-Guided Completion and Mastery of Fox Text (10%)**

EDSE 503 students in all section of EDSE 503 are required to complete the Fox text and tests. To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool to familiarize or reacquaint EDSE 503 students with core phonics and structural analysis rules. While class sessions include phonics-based skills for emphasis and review, students must independently complete the Fox (2014) self-instruction textbook outside of class. The pretest will be taken and scored in class. Then students, independently and outside of class, work on the self-paced exercises in the text. For a part to be considered complete, students must fill-in the blanks of all exercises in that part, as well as answer, in writing, the review questions at the end of sections. The within-text exercise completion requires students to write as they read, reinforcing the phonics knowledge and skills they are reading about. To receive credit, the pre-test, all sections of the Fox text (Parts I through VIII), and the post-test must be

completed. Points are allocated based on completing the text's exercises and on the student's score on the post-test.

**NOTE:** Weekly preparedness includes bringing to class the Fox book with sections completed as per the course calendar.

#### **V. Final Exam: "Mock" Reading for Virginia Educators (RVE) (5%)**

EDSE 503 students in all section of EDSE 503 are required to take the on-line final exam for EDSE 503 during the last class session. Students who do not take the final exam as scheduled will be assigned a grade of "Incomplete" and must finish the exam to complete course requirements. The final exam is a mock RVE exam of 91 multiple-choice questions (1 point each) and 3 essay questions (~5-8 sentence responses; 3 points each). Students first complete the multiple-choice items and then receive essay prompts. The exam is similar to the RVE in format and content. It is taken on-line and only during the last class session. Students usually take ~2.5 hours to complete this exam. Additional instructions will be shared in class.

**NOTE:** The EDSE 503 final exam does not replace/count as the official RVE test.

#### **VI. NCATE Assignment: Reading Case Study (50%)**

The following assignment, as presented below, is standard to all sections of EDSE 503.

##### **Informal Reading Assessment Administration and Educational Assessment Report**

##### **GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT**

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

##### **DIRECTIONS**

##### **Demographic and Background Information:**

First, you will use information from class lectures and assigned course text and readings to select and/or design appropriate assessment instruments. A thorough assessment will include measures of the following areas:

- a. Student Background (and motivation if a concern)
  - i. Collect demographic and background information significant to reading, writing, and language development.
  - ii. Information obtained should be appropriate based on your relationship with the student (for example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).
- b. Oral Language Development

- i. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).
  - ii. This information can be obtained when gathering student background information, from observations while testing, and from the test results.
  - c. Present Levels of Performance for:
    - i. Decoding (and phonemic awareness if a concern)
    - ii. Fluency
    - iii. Comprehension (and vocabulary/strategy use if a concern)
    - iv. Spelling (and other writing if a concern)
- Note:** Dr. Asen has added vocabulary and writing to this section.

### Assessment Administration

Correctly administer and accurately score the results of the following assessments:

- a. An informal reading inventory (download from [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e)),
- b. A spelling assessment (DSA to be provided in class)
- c. *At least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum-based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.). For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.

### Assessment Report

Analyze the results and present the findings in a 3-5 page educational report that reports the findings from your assessments. This report should be written **as if it were a formal document for school record** (*not an academic paper*). That means that, it must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.

- a. Provide a **general description of each assessment** including what kind of information can be obtained from the assessment
- b. Present the **results of each assessment** including:
  - i. a reporting of the results for each assessment (a table is often helpful here),
  - ii. an indication of whether this area of reading/writing is an area of concern; and
  - iii. a narrative error analysis of student strengths and weaknesses on the assessment given
- c. Write a **statement of overall strengths and needs** of student (This should be based upon student background information and findings from assessments, including relevant student behavior)
- d. Make **recommendations** for:

- i. Literacy instruction based on areas of weakness identified from your assessments
- ii. Classroom/testing recommendations
  1. Classroom recommendations should be evidence-based and grade/age appropriate
- iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
- iv. Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child).

### **Assessment Matrices**

The professor will share in class and on Blackboard the specific assessment matrices for each of the major learning activities. The matrices provide specific information on how assignments will be evaluated and as such are considered extensions of this syllabus. Additionally, the matrices are used to support self-assessment and for the EDSE 503 student and professor to monitor and record progress.

### **Summary of Major Learning Activities / Points**

Activity	Points
Attendance and participation	8
Questions to Guide Reading	7
Topic Presentations	20
Self-guided Completion and Mastery of Fox Text	10
Final Exam: "Mock" RVE	5
Reading Case Study	50
Total	100

### **Schedule**

The course schedule is presented on the following pages.



**EDSE 503-621 PW21 Spring II 2015 Course Calendar**

- The course syllabus is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities.
- For ALL assignments that require written/hard copy work, to be considered submitted on time the print version must be handed in and on Bb no later than the start of the designated class at which the assignment is due.
- Bring your 3 course texts to each class session.

<b>Class</b>	<b>Topics for Class This Week</b>	<b>Assignments for Next Class</b>
<b>Class 1 3/18/15</b>	<ul style="list-style-type: none"> <li>• Beliefs to Help Children Become Literate</li> <li>• Our Big Ideas About Literacy</li> <li>• Course Overview / Syllabus</li> <li>• Assignment Details</li> <li>• Course Assessments</li> <li>• Topics &amp; Teams</li> <li>• Five Domains of Reading and reading models</li> <li>• What are the differences between speech and language?</li> <li>• How to access the T/TAC oral language modules</li> <li>• Preview of texts</li> <li>• Phonics and Structural Analysis: Why study this? What do I currently know? (Fox pre-test)</li> </ul>	<p><b>For 3/25/15 class 2:</b></p> <ul style="list-style-type: none"> <li>• TTAC Oral Language Modules Assignment <b>NOTE:</b> The modules' content is repeated in some readings. Complete this assignment first. Then skim the familiar content in the texts for review.</li> <li>• Read in Reading Problems (RP) text Chapter 1 Overview of Reading and Reading Problems and Chapter 2 Factors Associated with Reading Problems</li> <li>• Read in Maximizing Effectiveness (ME) text p. 4-9, including Text Box 1.1; Text Box 1.3 (p. 12-13); Text Box 1.4 (p. 14-15)</li> <li>• Bring to class your textbooks and printouts of the Jennings Informal Reading Inventory and the Developmental Spelling Assessment. Put the assessments in a loose-leaf binder. Use a binder big enough for additional sections to be added.</li> <li>• Think about the selection of your case study student. This student must be independently (not instructionally) reading connected text on level 1 or above—NOT on a pre-primer or primer level. You must identify your reading case study student by March 27, 2015.</li> <li>• Explore the course Bb site.</li> </ul>

The open window for **registering with the Clinical Practice Office** the student subject for the NCATE assignment is through **March 27, 2015**.

<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](mailto:fieldexp@gmu.edu).

<p><b>Class 2 3/25/15</b></p>	<ul style="list-style-type: none"> <li>• Early language, meaningful differences, and language developmental scales</li> <li>• Phonological awareness</li> <li>• Early literacy: dialogic reading and early guided reading</li> <li>• Preparing for the RVE</li> <li>• Starting the Reading Case Study: Choosing a student subject; student background – using RP text chapters 2 and 3</li> <li>• Assessment Continuum</li> <li>• Introduction to informal reading inventories and to the Jennings IRI and Developmental Spelling Assessment (DSA)</li> </ul> <p><b><i>You must register with the Clinical Practice Office your student subject by EOB on Friday, March 27, 2015.</i></b>  <a href="https://cehd.gmu.edu/endorse/ferf">https://cehd.gmu.edu/endorse/ferf</a></p>	<p><b>For 4/8/15 class 3:</b></p> <ul style="list-style-type: none"> <li>• Read with your Reading Case Study student in mind. Note key points that apply to your student.</li> <li>• Read in RP text: Chapter 3 Gathering Data; Chapter 7 Early Literacy;</li> <li>• Preview the Jennings IRI.</li> <li>• After previewing the Jennings IRI, read in the RP text Chapter 5 Administering an Informal Reading Inventory. As you read, refer to the Jennings IRI correlated sections. Come to class knowledgeable about the Jennings IRI.</li> <li>• Read the DSA directions. Some of the administration procedures and all of the scoring are tricky!!! Come to class knowledgeable about the DSA.</li> <li>• Fox Part I: General Knowledge and Concepts, p. 11 – 25</li> <li>• Prepare a draft of phase 1 of the Reading Case Study. Bring the draft to class. We will use it!</li> </ul>
<p><b>Spring Break – No Class 4/1/15</b></p>		
<p><b>Class 3 4/8/15</b></p>	<ul style="list-style-type: none"> <li>• Presentation: Early literacy</li> <li>• Case study: phase 1 discussion and check; adding as you learn</li> <li>• Discussion and practice: DSA and Jennings IRI</li> <li>• Fox: key points and progress check</li> </ul>	<p><b>For 4/15/15 class 4:</b></p> <ul style="list-style-type: none"> <li>• Read in RP text: Chapter 8 Improving Word Knowledge: Word Recognition; Chapter 15 only pages 388-396; Chapter 9 Improving Word Knowledge: Fluency</li> <li>• Fox Part 2: Single Letter Consonants, p. 29 – 69</li> <li>• Fox Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91</li> <li>• Administer and score the DSA and create the data tables for the DSA results before the next class session. Bring to class 2 copies of your DSA protocols and data tables.</li> </ul>

Class	Topics for Class This Week	Assignments for Next Class
<b>Class 4 4/15/15</b>	<ul style="list-style-type: none"> <li>• Presentation: Improving Word Knowledge: Word Recognition</li> <li>• Presentation: Improving Word Knowledge: Fluency</li> <li>• Discussion and practice: DSA and Jennings IRI</li> <li>• Fox: key points and progress check</li> </ul>	<p><b>For 4/22/15 class 5:</b></p> <ul style="list-style-type: none"> <li>• Read in the RP text Chapter 10 Vocabulary Development and Listening Comprehension</li> <li>• Read in the ME text Chapter 3 Teach Vocabulary</li> <li>• Fox Part 4: Vowels, p. 93 – 141</li> <li>• Fox Part 5: Review, p. 143 – 155</li> <li>• Administer and score the Jennings and create the data tables for the Jennings results before the next class session. Bring to class 2 copies of your Jennings protocols and data tables. Come to class prepared to discuss the results of the DSA, Jennings, and implications for selecting the 3rd assessment</li> </ul>
<b>Class 5 4/22/15</b>	<ul style="list-style-type: none"> <li>• Presentation: DRA, PALS, DIBELS, SRI</li> <li>• Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension</li> <li>• Discussion of reading case study phases 2 and 3, including options for 3rd assessment</li> <li>• Fox: key points and progress check</li> </ul>	<p><b>For 4/29/15 class 6:</b></p> <ul style="list-style-type: none"> <li>• Read in the ME text: Chapter 2 Basic Reading Skills; Chapter 7 Reading Strategically</li> <li>• Reading the RP text Chapter 11 Comprehension of Narrative Text</li> <li>• Read in the ME text Chapter 4 Teach to Activate Students' Prior Knowledge and Help Them Make Connections</li> <li>• Fox Part 6: Onset-Rime, p. 157 – 165</li> <li>• Fox Part 7: Syllable and Accent Patterns, p. 167 – 192</li> <li>• Bring to class 2 copies of your 3rd assessment protocol; come prepared to discuss the selection, scoring, and implications</li> <li>• Draft of the case study phases 2 and 3 on the DSA and Jennings IRI sections</li> </ul>
<b>Class 6 4/29/15</b>	<ul style="list-style-type: none"> <li>• Presentations on comprehension (reading strategically; narrative text; prior knowledge / making connections)</li> <li>• Fox: key points and progress check</li> <li>• Case Study check</li> </ul>	<p><b>For 5/6/15 class 7:</b></p> <ul style="list-style-type: none"> <li>• Read in RP text Chapter 12 Comprehension of Informational Text</li> <li>• Read in ME text Chapter 5 Ask and Answer Questions, Chapter 6 Recognize Text Structures</li> <li>• Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words</li> <li>• Draft of case study phases 2 and 3 on the 3rd assessment; draft of the phase 3 summary</li> </ul>

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
<b>Class 7</b> <b>5/6/15</b>	<ul style="list-style-type: none"> <li>• Presentations on comprehension (informational text, ask and answer questions, reading strategically, text structures)</li> <li>• Peer review – draft, case study phase 3</li> <li>• Fox: key points and progress check</li> <li>• Case study check</li> </ul>	<p><b>For 5/13/15 class 8:</b></p> <ul style="list-style-type: none"> <li>• Read in RP text Chapter 13 Integrating Reading and Writing; Chapter 14 Literacy Instruction for Diverse Populations</li> <li>• Read in ME text Chapter 8 Motivation and the Struggling Reader</li> <li>• Study for Fox post-test</li> <li>• Bring to class to share a short reading selection that is personally meaningful</li> <li>• Draft of the case study phase 4</li> </ul>
<b>Class 8</b> <b>5/13/15</b>	<ul style="list-style-type: none"> <li>• Presentation: Integrating Reading and Writing</li> <li>• Best Practices for Instruction and Instructional Enhancements</li> <li>• Case study check</li> <li>• Sharing readings</li> <li>• Course evaluation</li> <li>• Fox post-test</li> </ul>	<p><b>For 5/20/15 class 9:</b></p> <ul style="list-style-type: none"> <li>• Bring to class a printed copy of the final version of the full case study (all 4 phases in one document)</li> <li>• By the start of class 9 (4:15p 5/20/14) the reading case study must be posted to: <ul style="list-style-type: none"> <li>○ TaskStream</li> <li>○ Bb drop box</li> </ul> </li> </ul>
<b>Class 9</b> <b>5/20/14</b>	<ul style="list-style-type: none"> <li>• Reading case study due</li> <li>• Final Exam - “Mock” RVE. <b>This is a required exam.</b></li> </ul>	<p>Rest and Relaxation!!! YEA YOU!!!</p>