



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

Summer 2015

EDSE 503 B01: Language Development and Reading

CRN: 41132, 3 - Credits

Instructor: Ms. Meghan Betz	Meeting Dates: 6/1/2015 - 7/23/2015
Phone: 571-814-0557 (Cell)	Meeting Day(s): Mondays, Wednesdays
E-Mail: mbetz1@masonlive.gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax KH 17

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this: <http://cehd.gmu.edu/teacher/clinical-practice/field-experience-tutorial.pptx>.
2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

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

- Berkeley, S., & Taboada Barber, A. (2014). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore: Brookes Publishing.
- Fox, B. J. (2013). *Phonics and structural analysis for the teacher of reading*. (11th edition). Columbus, OH: Prentice Hall.
- Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading Problems: Assessment and Teaching Strategies*. (7th edition). New York, NY: Pearson.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

- Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. (2nd Edition). New York, NY: Guilford Publications.

Required Resources

Strategy Notebook*

Each week, please bring a dedicated notebook of a style of your choosing (e.g., composition notebook, spiral bound notebook, 3 ring binder, etc). We will divide this notebook in the major components of reading instruction and you will be compiling a resource guide of evidence based strategies for students having difficulties in each area (e.g. reading fluency, comprehension). This assignment will be completed in class.

Class Companion Websites

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

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course. Access Blackboard through MyMason at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp> (your login and password is the same as your George Mason e-mail login). Select EDSE 403/503 course.

Additional Readings

As assigned. Additional readings will be posted on Blackboard.

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 are expected to arrive on time, stay for the duration of class, and participate in our discussions and activities. You can only earn your participation points if you are present and participating! Missing 2 classes will result in a reduction of half a letter grade from your final grade. Missing 3 classes will result in a full letter grade deduction from your final grade. More than 3 absences will result in no credit for this class.

If an emergency arises and a student misses class, it is the student's responsibility to contact the instructor and turn in any assignments due before midnight that same day. Please make arrangements with a colleague (classmate) to collect any handouts and to follow up with about what you missed in class.

Late Work.

For each day an assignment is late, 5% will be deducted. Assignments will not be accepted if they are more than 3 days late.

Communication.

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.

I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about assignments.

TaskStream Submission

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

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

Grading Scale

A/A+ =	95-100 %	B- =	80-82 %
A- =	90-94 %	C =	70-79 %
B+ =	85-89 %	F =	69% and below
B =	83-84 %		

Participation	____/10	(1 point per class*penalty for 2 or more missed classes)
Fox Self-Study Completion	____/10	
* Reading Case Study	____/30	
Language Modules Assignment	____/5	
Fluency Module	____/5	
Spelling Module	____/5	
IRIS Self-Selected	____/5	
Mid-Term	____/5	
Final	____/5	
Reading Logs	____/5	
Strategy Notebook	____/5	
Presentation & Handout	____/10	
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Total Points Earned	____/100	
*TASKSTREAM SUBMISSION REQUIRED		

Assignments

Performance-based Assessment (TaskStream submission required).

Reading Case Study (TaskStream Assignment)

The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 7:20 pm on the respective due date.

BOTH an electronic copy (posted to blackboard) AND an electronic copy (posted to TaskStream) should be submitted. YOU MUST USE A PSEUDONYM FOR YOUR STUDENT TO PROTECT HIS OR HER PRIVACY!

This assignment is worth 30% of your grade for this course. Specific directions will be provided by the instructor, and the assignment will be evaluated using a rubric distributed to you by the mid-point of the semester..

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

Phonics Self-Study

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

Mid-Term

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

Final Exam

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

Other Assignments.

TTAC Language Modules

You will complete a summary sheet of key information presented in the modules. This sheet will be provided for you. **Undergraduate students are required to complete Modules 1 and 2. Graduate students are required to complete Modules 1, 2, and 3.**

IRIS Modules

You will complete online modules from the IRIS Center at Vanderbilt University and write a short response. You will choose your modules related to the focus of this course and your student's needs. The instructor will provide three possible modules (but you may choose other modules from the IRIS website with the instructor's pre-approval).

Fluency Module

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Spelling Module

You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Reading Logs

Each week, you will keep a brief log of important information you encountered in your reading. You will turn in these logs at the mid-point and end of the semester. A template will be provided. You are only required to comment on ONE of the week's assigned readings.

Poster Presentation

For your final presentation, you will choose an evidence based teaching method to review and present in class. The teaching method should be selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method must be approved by the instructor. A rubric will be distributed.

Schedule

See the following page.

Date	Topics	Assignments/Readings Due
6/1/15	Introduction/Course Overview	None
6/3/15	Oral Language Development Populations at Risk for Reading Problems	Read -Berkeley: Chapter 1 -Jennings: Chapter 2 Watch -Blackboard: Oral Language Modules (Graduate students will respond to modules 1, 2, & 3. Undergraduates will response to modules 1 &2.)
6/8/15	An Introduction to Systematic, Explicit Reading Instruction	Read -Blackboard: Putting Reading First -Berkeley: Chapter 2 -Jennings: Chapter 1
6/10/15	Early Literacy Review Case Study Assignment -Obtaining background information	Read -Jennings: Chapters 3, 7 DUE Oral Language Module Reponses
6/15/15	Beginning Reading Phonics Instruction/Early Decoding Advanced Word Reading	Read -Jennings: Chapter 8 Watch -Reading Rockets Podcasts (No assignment but please be prepared to discuss podcasts) *DUE* Reading logs on Blackboard. (You may post scans or pictures of handwritten work).
6/17/15	Using an Informal Reading	Read -Jennings: Chapters 4, 5
6/22/15	Reading Fluency	Read -Jennings: Chapter 9

6/24/15	Vocabulary Instruction	<p>Read</p> <ul style="list-style-type: none"> -Berkeley: Chapter 3 -Jennings: Chapter 10 <p>*DUE*</p> <ul style="list-style-type: none"> -Fluency Module on Blackboard
6/29/15	<p>***Mid-Term***</p> <p>Comprehension</p>	<p>Read</p> <ul style="list-style-type: none"> -Berkeley: Chapter 4, 5, 6, 7 -Jennings: Chapter 11, 12 <p>*DUE*</p> <ul style="list-style-type: none"> -Fox Self Study
7/1/15	<i>*ONLINE CLASS *</i>	<p><i>NO face-to-face class</i></p> <p>*DUE*</p> <ul style="list-style-type: none"> -IRIS Modules via Blackboard <i>by Sunday, 7/5/15</i> <p>Undergraduate students are required to complete <u>1</u> module, graduate students are required to complete <u>2</u> modules.</p>
7/6/15	<p>Writing</p> <p>Motivation</p>	<p>Read</p> <ul style="list-style-type: none"> -Jennings Chapter 13 -Berkeley Chapter 8
7/8/15	Literacy for Diverse Populations	<p>Read</p> <ul style="list-style-type: none"> -Jennings: Chapter 14 -TBA <p>*DUE*</p> <p>Spelling Module</p>
7/13/15	Peer Editing	<p>*DUE*</p> <ul style="list-style-type: none"> -Reading logs -Case Study Draft
7/15/15	Final Exam Review	Prepare for review

7/20/15	Presentations	*DUE* -Presentations -Case Study Report
7/22/15	Final Exam	Study ☺

Appendix