



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

Fall 2015

EDSE 503 003: Language Development and Reading
CRN: 71878, 3 - Credits

Instructor: Dr. Jodi Duke Graduate Assistant: Melissa Hughes, M.Ed.	Meeting Dates: 08/31/15 - 12/21/15
Phone: 703-993-6555	Meeting Day(s): Monday
E-Mail: Dr. Duke: jduke4@gmu.edu Melissa Hughes: mhughesb@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: Before/after class and by appointment	Meeting Location: Fairfax KH 15

***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: 3
Hours 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.

Advising Tip

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

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.
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

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2013). *Reading problems: Assessment & teaching strategies* (7th ed.). Boston, MA: Pearson.

Berkeley, S. & Barber, A.T. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms* (1st ed.). Baltimore, MD: Brookes.

Fox, B.J. (2010). *Phonics and word study for the teacher of reading* (11th ed.). Boston, MA: Pearson. (This is a workbook and will not be available in digital format. Student will need to purchase hard copy.)

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.

Required Resources

National Reading Panel (2000). *Put reading first: The research building blocks for teaching children to read (3rd ed.)*. Washington, DC: National Institute of Child Health and Human Development. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

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

www.ablongman.com/jennings5e. You will need to use an IRI to complete your case study assignment.

Additional Readings

Additional readings will be assigned by the professor and available on Blackboard as needed.

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 1: Learner development and individual learning differences; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

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 attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected.

If you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. 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. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. **Two or more absences will result in the final grade dropping by 10 points.**

***NOTE:** Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Participation

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

- ~Arriving on time to class and staying for the duration
- ~Preparing in advance for the class by completing all assigned readings and tasks
- ~Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
- ~Listening respectfully to the ideas of others
- ~Being a productive and cooperative participant in group work
- ~Being fully engaged throughout the class session (without any digital distractions or other off-task behaviors)

Late Work.

All assignments must be submitted on or before the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. NO POINTS will be awarded towards any assignments which are submitted 7 or more days past the due date.**

Other Considerations

Communication.

The most efficient way to contact me is through email. I check email daily Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA

format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org> .

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

Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (Blackboard submission required).

Informal Reading Assessment Administration and Educational Assessment Report (30 points)

**This assignment will be modified for this course section if you do not have access to a student. Further information will be given in class.*

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 and intervention.

Reading Case Study Rubric	
<p>Student Background (<i>½ point each</i>)</p> <p>a. Collect demographic and background information significant to:</p> <ol style="list-style-type: none"> i. Home life including cultural background ii. School experience iii. Development including physical, social and emotional iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously 	/2
<p>Oral Language Development (<i>1 point each</i>)</p> <p>b. Describe the student’s oral language development from infancy through toddler years (and beyond if applicable) and the implications that these issues might have on the chld’s reading and/or writing.</p> <p>c. Describe the student’s expressive and receptive language skills (both oral and written) and the implications that these issues might have on the chld’s reading and/or writing.</p> <p>This information can be obtained when gathering student background information, from observations while testing, and from the test results.</p>	/2
<p>Assessment Administration and Report</p> <p>Correctly administer and accurately score the assessments listed below, then analyze the results and present the findings.</p> <p>For each assessment below, provide:</p> <p>(1) a general description of each assessment including what kind of information can be obtained from the assessment (<i>2 points per assessment</i>) and</p> <p>(2) a clear report of the results for each assessment (<i>2 points per assessment</i>) (a table is often helpful in addition to the narrative).</p> <p>Make sure that your description is written in sufficient detail that the assessment can be understood by parents and other service providers.</p> <ol style="list-style-type: none"> 1. Jennings informal reading inventory (download from www.ablongman.com/jennings5e), 2. DSA: spelling assessment (will be provided in class; be sure to list the features for each level not just the letter/code for the features) 3. Fry readability assessment (completed on a book that the student has been assigned in school or is reading for pleasure) 4. At least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A teacher created assessment is most effective for this supplemental assessment (vocabulary quiz, writing sample, etc.). <ol style="list-style-type: none"> i. Provide a clear rationale for the selection of this assessment. What specific skill/area were you concerned with gathering more information about and why? (<i>1 point</i>) <ol style="list-style-type: none"> 1. For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness 	/12

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.	
<p>Strengths and Needs</p> <p>For each of the five areas of reading (plus spelling/writing), use the student background information and findings from the assessments described above (including relevant student behavior) to provide an indication of the student's strengths and needs. (<i>½ point for each strength and ½ point for each need</i>)</p> <ol style="list-style-type: none"> a. Decoding (and phonemic awareness if a concern) b. Fluency c. Vocabulary d. Comprehension (and vocabulary/strategy use if a concern) 5. Spelling & Writing 	/5
<p>Recommendations</p> <p>Using the student background information, findings from the assessments described above, relevant student behavior information, and your statements about the student's areas of strengths and needs, provide <i>a minimum of 3 evidence-based recommendations for each of the following:</i></p> <ol style="list-style-type: none"> 1. Literacy instruction based on areas of weakness identified from your assessments (<i>2 points</i>) 2. Classroom/testing recommendations (<i>2 points</i>) 3. Home practice/reinforcement (<i>1 point</i>) <ol style="list-style-type: none"> i. Make sure that these recommendations are ones that a parent would realistically be able to implement. <p>*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)</p>	/5
<p>Written Style</p> <ol style="list-style-type: none"> 1. Writing is free of spelling errors (<i>2 points</i>). 2. Writing is free of grammatical errors (<i>2 points</i>). 	/4
Total	/30

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

1. Self-paced completion of Fox text: (10 points)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a

whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text.

For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. To receive full credit, all sections must be completed by the dates indicated below.

You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

***Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.**

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text								
9/14: Pretest 1 point	9/21: Part I 1 point	9/28: Part II 1 point	10/5: Part III 1 point	10/19: Part IV 1 point	11/2: Part V and Part VI 2 points	11/9: Part VII 1 point	11/16: Part VIII 1 point	11/30: Posttest 1 point

2. Fox Quiz (5 points)

The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook. More information will be presented during the course and a review will be conducted prior to the quiz.

3. Final Exam (5 points)

The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test. Study guide and practice items can be found at:

<http://www.ets.org/s/praxis/pdf/5306.pdf>

Other Assignments.

4. TTAC Language Modules Reflection (10 points)

You will complete two online language modules that can be accessed at <http://ttaonline.org>. The titles of the two modules are: *Oral Language Development, Language Foundations Part I, Oral Language Development, Typical Development Part II*.

For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

- a. Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading.
- b. Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice.

- c. What were some questions or ideas that were raised about language for you as you were completing these modules?
- d. Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you.

5. Reading Response Wiki (10 points)

A Wiki will be set up for each of you on Blackboard and you will be given a variety of prompts (questions, scenarios, etc.) to respond to as you complete the assigned readings for this course. You may find it helpful to preview the week's prompt as you prepare to read each week's assignments and then use them to guide your reading.

There will be a total of 7 reading response opportunities during the semester. You must respond to a minimum of 5 of the 7 prompts; each response is worth up to 2 points. You may choose to complete more than 5 of the prompts for up to 2 bonus points per response.

6. Group Presentation (15 points)

On the first night of class, we will form small groups and each group will be matched with an area of reading to focus on throughout the semester. The group will select 3 activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 minute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. You will be given time to work on these presentations in class, but additional time outside of class may also be needed.

Your presentation should be active and engaging, while including:

- a. A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology surrounding this area.
- b. Identification of skills underneath that particular area of reading and a description of the purpose of these skills to the overall successful reading process.
- c. A description of two to three activities which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.
- d. **Active demonstration of at least two of the activities for your designated area of reading is required.** Activities can take the form of innovative use of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device.
- e. A handout for the class of the most vital information on this area of reading for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull information from multiple sources, you will personalize the handout and make it your own, not just complete it as a "cut and paste."). **Note: This should NOT be a copy of your PowerPoint slides, if you choose to use PowerPoint for your presentation.**
- f. At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
- g. A bibliography (APA format) with at least three references.

Group Presentation Rubric

Component	Points
<u>Definition:</u> -Presentation includes a clear and accurate definition of the chosen area of reading.	/2
<u>Commercial Reading Program:</u> -Presentation includes a brief description of at least two commercial reading programs which address the chosen area of reading.	/2
<u>Skills:</u> -Presentation incorporates a thorough description of skills which should be addressed within this area of reading.	/3
<u>Activities:</u> -Presentation includes at least two activities which focus on this area of reading. -Group models at least two activities for the class	/3
<u>Class Handout:</u> -At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies. -Most essential information on the chosen area of reading is included. - Use graphics to enhance the handout's visual display of concepts. -Handouts show creativity and development of project as a group.	/2
<u>Presentation:</u> -Presentation includes at least one type of visual support (PowerPoint, SmartBoard, posters, etc.). -Visual support is easy to read and understand from all areas of the classroom. -Presentation is clear, accurate and no longer than 20-25 minutes. -All areas of the presentation are cohesive and not disjointed from each other. -Everyone has a clear and important role for the presentation.	/2
<u>Bibliography:</u> -At least three references (one may be the textbook) used in presentation. -Correct APA format	/1
TOTAL	/15

7. Class Attendance & Participation (20 points)

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

***NOTE:** Taking the final exam during the last class session is required and points are earned for the exam; therefore, points are not awarded for attendance at the last class.

Participation considers the student’s professional dispositions and level of engagement in class activities and includes but is not limited to:

- ~Arriving on time to class and staying for the duration
- ~Preparing in advance for the class by completing all assigned readings and tasks
- ~Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
- ~Listening respectfully to the ideas of others
- ~Being a productive and cooperative participant in group work
- ~Being fully engaged throughout the class session (without any digital distractions or other off-task behaviors)

Be aware that you must be physically present to participate in and earn points for the in-class activities. Points earned by your peers during your time of absence cannot be made up.

<i>Course Requirements</i>	<i>Points</i>
1. Informal Reading Assessment Administration & Report	30 points
2. Self-paced Completion of Fox Text	10 points
3. Fox Quiz	5 points
4. Final Exam	5 points
5. T/TAC Modules Reflection	5 points
6. Reading Response Wiki	10 points
7. Group Presentations	15 points
8. Class Attendance & Participation	20 points
TOTAL	100 points

Schedule

****Starting September 14th, be sure to come to class prepared with the week’s handouts electronically downloaded or as hard copies (whichever works best for you).****

Date	Class Topic & Reading Assignments	Readings Due for this Class
8/31	<ul style="list-style-type: none"> • Introductions and Icebreaker • Syllabus and Course Expectations • Group Formation and First Meeting • A Historical Perspective <ul style="list-style-type: none"> ○ Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* 	Read first half of <i>Put Reading First (Intro through Phonics)</i> https://lincs.ed.gov/publications/pdf/P RFbooklet.pdf
9/7	NO Face-to-Face Class Meeting: Labor Day	
9/14	<ul style="list-style-type: none"> • Fox Pretest Review 	Read: second half of <i>Put Reading First (Fluency to End)</i>

	<ul style="list-style-type: none"> • Reading and the Brain • Students who Struggle with Language and Reading 	<p>https://lincs.ed.gov/publications/pdf/P RFbooklet.pdf</p> <p>Read: Jennings Chapter 15 Berkeley Chapter 1</p> <p>DUE: Fox Pretest (you MUST bring your copy of the book in order to complete this and earn the points!)</p>
9/21	<ul style="list-style-type: none"> • Language Development • Language & Literacy in the Preschool Years <ul style="list-style-type: none"> ○ Emergent Reading • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* 	<p>Language Modules Reflection & Certificates</p> <p>DUE: Fox Part I</p>
9/28	<ul style="list-style-type: none"> • Gathering Background Information <ul style="list-style-type: none"> ○ Forms & Procedures for Obtaining Student Educational Histories • Systematic and Explicit Reading Instruction • Curriculum Based Measurements 	<p>Read: Jennings Chapter 3</p> <p>DUE: Fox Part II</p> <p>DUE: Reading Response Wiki #1</p>
10/5	<ul style="list-style-type: none"> • Collecting Diagnostic Information <ul style="list-style-type: none"> ○ Informal Reading Inventory (IRI)* ○ Running Records; Miscue Analysis* ○ Selecting/evaluating text for diverse learners; readability 	<p>Read: Jennings Chapter 5</p> <p>DUE: Fox Part III</p> <p>DUE: Reading Response Wiki #2</p>
10/12	NO Face-to-Face Class Meeting: Columbus Day	
10/19	<ul style="list-style-type: none"> • Advanced Word Reading Strategies <ul style="list-style-type: none"> ○ Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)* • Phonics Group Presentation 	<p>Read: Jennings Chapter 8</p> <p>DUE: Fox Part IV</p> <p>DUE: Reading Response Wiki #3</p>
10/26	<ul style="list-style-type: none"> • The Dimensions of Fluency <ul style="list-style-type: none"> ○ Fluency Instruction* (progress monitoring*) ○ Accuracy, speed, and prosody • Fluency Group Presentation 	<p>Read: Jennings Chapter 9</p> <p>DUE: Reading Response Wiki #4</p>
11/2	<ul style="list-style-type: none"> • Vocabulary Instruction* <ul style="list-style-type: none"> ○ Mnemonics* ○ Semantic maps* ○ Word meaning sorts • Vocabulary Group Presentation 	<p>Read: Jennings Chapter 10</p> <p>DUE: Fox Part V & VI</p> <p>DUE: Reading Response Wiki #5</p>

11/9	<ul style="list-style-type: none"> ● Comprehension Instruction* <ul style="list-style-type: none"> ○ Graphic organizers* ○ Questioning strategies* ○ Self monitoring/metacognition* ○ Direct/explicit comprehension instruction – think aloud* ● Comprehension Group Presentation 	<p>Read: Jennings Chapters 11 & 12</p> <p>DUE: Fox Part VII</p> <p>DUE: Reading Response Wiki #6</p>
11/16	<ul style="list-style-type: none"> ● Writing Instruction in the Inclusive Classroom <ul style="list-style-type: none"> ○ Nature and Organization of English orthography ○ Spelling Assessment ● Writing Instruction ● Spelling Assessment (DSA) ● Writing and Spelling Group Presentation 	<p>Read: Jennings Chapter 13</p> <p>DUE: Fox Part VIII</p> <p>DUE: Reading Response Wiki #7</p>
11/23	<p>NO Face-to-Face Class Meeting DUE: Online Fox Quiz (Complete on Blackboard no later than 7:10 p.m.)</p>	
11/30	<ul style="list-style-type: none"> ● Literacy & Diversity <ul style="list-style-type: none"> ○ First Language Interference in Speech and Writing for English Language Learners ● Effective Intervention Programs 	<p>Read: Jennings Chapter 14</p> <p>DUE: Fox Posttest</p>
12/7	<ul style="list-style-type: none"> ● Case Study Peer Review ● Course Evaluations ● Review for Final Exam 	
12/14	<p>NO Face-to-Face Class Meeting: Reading Day DUE: Case Study (Submitted via email no later than 4:30 p.m.)</p>	
12/21	<p>Final Exam: Please be Prompt to Class</p>	