



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

Spring 2016

EDSE 503 625: Language Development and Reading

CRN: 18525, 3 - Credits

<b>Instructor:</b> Dr. Sheri Berkeley; Ms. Anna Menditto	<b>Meeting Dates:</b> 01/12/16 - 03/08/16
<b>Phone:</b> 703-993-9689	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:sberkele@gmu.edu">sberkele@gmu.edu</a> (best contact) <a href="mailto:amenditt@gmu.edu">amenditt@gmu.edu</a>	<b>Meeting Time(s):</b> 4:15 pm-8:45 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus/Other County Location

***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.

## **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.

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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](mailto: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, Caldwell & Lerner (2016). *Reading Problems: Assessment & Teaching Strategies* (7<sup>th</sup> edition). Pearson. ISBN 9780132837804
- Berkeley & Taboada Barber (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1<sup>st</sup> edition). Brookes Publishing. ISBN 9781598573060
- Fox (2016). *Phonics & Word Study for the Teacher of Reading* (11<sup>th</sup> edition). Pearson. ISBN 9780132838092

No cost:

- Polloway, E.A., Smith, T.E.C., & Miller, L. (2004). *Language instruction for students with disabilities*. Denver, CO: Love Publishing. **[Posted on Blackboard]**.
- Chapter 1: *Introduction to Language, Speech & Communications*
  - Chapter 2: *Language Development from Infancy through Adolescence*
- TTAC Modules: *Region 4 Training & Technical Assistance Webshops*,  
<http://ttaonline.org/online-training-webshops>
- *Oral Language Development: Language Foundations, Part I*
  - *Oral Language Development: Typical Development, Part II*
  - *Oral Language Development: Developing Speech & Language Skills in the classroom, Part III*

### **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**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Required Resources**

#### **Class Companion Websites**

A free version of the Jennings Informal Inventory (IRI) is at:

[http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek\\_AppD.pdf](http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf)

**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; announcements and resources are posted on the Blackboard site in between class sessions. 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.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

### **Additional Readings**

National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <http://nationalreadingpanel.org/Publications/researchread.htm>

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation.

<http://all4ed.org/reports-factsheets/reading-next-a-vision-for-action-and-research-in-middle-and-high-school-literacy/>

#### ***Other readings relevant to special education applications:***

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111. (Posted on Blackboard)

Reading Rockets. Video & Podcasts. <http://www.readingrockets.org/podcasts/phonics/>

- *Consonants.*
- *Vowels.*

- Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644. (Posted on Blackboard)
- James, L.A., Abbott, M., & Greenwood, C.R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33, 30-37. (Posted on Blackboard)
- Pullen, P., & Loyd, J.W. (2008). Current practice alerts: A focus on phonics instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 14*. (Posted on Blackboard) Additional alerts can be found at: <http://teachingld.org/alerts>
- Berkeley, S., & Mastropieri, M.A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children*. (Posted on Blackboard)
- IRIS Module. *Teaching English language learners: Effective instructional practices*. <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm> Additional resources can be found at: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Additional resources:
- Florida Center for Reading Research <http://www.fcrr.org/for-educators/>
  - National Center on Response to Intervention <http://www.rti4success.org/>

### **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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.*

**Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

#### *Late Work.*

**Promptness:** 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. Assignments will not be accepted more than 3 days late.**

### *Additional Expectations*

Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (5<sup>th</sup> or 6<sup>th</sup> editions are acceptable). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Informal Reading Assessment & Educational Assessment Report Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

A = 90-100%	C = 70-79%
B = 80-89%	F = 69% and below

### **Assignments**

#### **Performance-based Assessment (TK20 submission required).**

##### Reading Case Study

The Reading Case Study is the performance-based assessment 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 4:15 pm on the due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. *Specific directions and evaluation rubric will be provided by the instructor.*

#### **Performance-based Common Assignments (No TK20 submission required).**

##### TTAC Language Modules

You will complete three online modules for this assignment. The link for the modules is provided in the required textbook section of the syllabus. You will bring a hardcopy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

##### 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 in writing each of the self-paced exercises in the text. **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 from 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.**

### IRIS Module

You will complete an online module through the IRIS Center 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.** *Specific directions will be provided by the instructor.*

### IRI & Fluency Modules

You will complete an online module within Blackboard 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 within Blackboard 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.**

### Final Presentation

A final presentation 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). *Specific directions and evaluation rubric will be provided by the instructor.*

### Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, 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 and

assignments given and due. 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.

Please, note that some items noted as DUE are needed to earn participation points, including:

- Screenshot of field placement requirement & documentation that you have informed principal (if your own school)
- Background information & IRI binder
- Case study draft

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = 4 point deduction (5% total)
- 3 missed activities = 5 point deduction (10% total and/or F for the course)

**GRADING**

1. TTAC Language Modules	5 points
2. IRIS Module	5 points
3. QRI & Fluency Modules (Blackboard)	5 points
4. Spelling Module (Blackboard)	5 points
5. Phonics Self-study	10 points
6. Midterm Exam	10 points
7. Reading Case Study (Signature Assignment)	40 points
8. Final Presentation	5 points
9. Participation, Quizzes and Activities During Class	10 points
10. Final Exam	5 points
<b>TOTAL</b>	<b>100 POINTS</b>

**Student Self-Management for Calculating Course Grade**

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points Earned</i>
1. TTAC Language Modules	/5
2. IRIS Module	/5
3. IRI & Fluency Online Modules (Blackboard)	/5
4. Spelling Online Module (Blackboard)	/5
5. Phonics Self-study	/10
6. Midterm Exam	/10
7. Reading Case Study (Signature Assignment)	/40
8. Final Presentation	/5
9. Participation, Quizzes and In-class Activities	/10
10. Final Exam	/5
<b>Total Course Points Earned</b>	<b>/100</b>

## Schedule

Date	Class Topic	Reading Assignments*	Assignment Due Dates
1/12	<ul style="list-style-type: none"> <li>Cohort registration logistics</li> <li>Introduction to reading instruction for students with disabilities</li> <li>Course requirements</li> <li>Overview of case study &amp; course assignments</li> </ul>	<ul style="list-style-type: none"> <li>Jennings 1, 14, 15 [recommended]</li> </ul>	
1/19	<ul style="list-style-type: none"> <li>Vocabulary, comprehension, &amp; motivation</li> <li>Assessment of reading</li> </ul>	<ul style="list-style-type: none"> <li>B&amp;T: 1, 3, 4</li> <li>Fox: parts 1-3</li> <li>Jennings 2 &amp; 3</li> <li>Jennings 10 [recommended]</li> </ul>	<ul style="list-style-type: none"> <li><b>DUE:</b> screenshot of field placement requirement &amp; documentation that you have informed principal (if your own school)</li> <li><b>DUE:</b> Language modules &amp; Polloway chapters 1 &amp; 2</li> </ul>
1/26	<ul style="list-style-type: none"> <li>Vocabulary, comprehension, &amp; motivation (cont.)</li> <li>Administering &amp; scoring of reading assessments</li> </ul>	<ul style="list-style-type: none"> <li>B&amp;T: 5, 6, 7, 8</li> <li>Fox: parts 4-5</li> <li>Jennings 4-5</li> <li>Jennings 11-12 [recommended]</li> </ul>	<ul style="list-style-type: none"> <li><b>DUE:</b> Background information</li> <li><b>DUE:</b> IRI Binder</li> </ul>
2/2	<ul style="list-style-type: none"> <li>Basic reading skills (fluency &amp; phonics basics)</li> <li>Administering &amp; scoring of reading assessments (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>B&amp;T: 2</li> <li>Fox: parts 6-8</li> <li>Jennings 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li><b>DUE:</b> IRIS Module</li> </ul>
2/9	<ul style="list-style-type: none"> <li>Basic reading skills (cont.)</li> <li>Interpretation of reading assessments &amp; data-based decision making</li> <li><b>MIDTERM</b></li> </ul>	<ul style="list-style-type: none"> <li>Jennings 6</li> </ul>	<ul style="list-style-type: none"> <li><b>DUE:</b> IRI module</li> <li><b>DUE:</b> Fluency module</li> <li><b>DUE:</b> Phonics self-study (Fox text)</li> </ul>
2/16	<ul style="list-style-type: none"> <li>Early literacy (concepts of print &amp; phonological awareness)</li> <li>Supplemental reading assessments</li> <li>Administration &amp; scoring of spelling assessments</li> </ul>	<ul style="list-style-type: none"> <li>Jennings 7</li> </ul>	

2/23	<ul style="list-style-type: none"> <li>• Writing and spelling</li> <li>• Interpretation of spelling assessments &amp; data-based decision making</li> <li>• Discussion &amp; peer review of case study drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Jennings 13</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DUE:</b> Spelling Module</li> <li>• <b>DUE:</b> Case Study Assignment [draft]</li> </ul>
3/1	<ul style="list-style-type: none"> <li>• <b>STUDENT PRESENTATIONS</b></li> <li>• Final Exam Review</li> </ul>		<ul style="list-style-type: none"> <li>• <b>DUE:</b> Case Study Assignment</li> </ul>
3/8	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM</b></li> </ul>		

**Appendix**

**Classmate Contact Information**

Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone: