



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

Fall 2016

EDSE 503 002: Language Development and Reading
CRN: 71630, 3 - Credits

Instructor: Dr. Sharon Ray	Meeting Dates: 08/29/16 - 12/20/16
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E-Mail: sray4@gmu.edu kliu6@masonlive.gmu.edu *** Best Contact Method! ***	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: Before/After Class or By Appointment	Meeting Location: Fairfax

***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.

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, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

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:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.

2. 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.
3. 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.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. 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.
6. 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.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

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

Fox, B. (2013). *Phonics and word study for the teacher of reading* (11th ed.). Boston, MA: Pearson.

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading problems assessment and teaching strategies* (7th ed.). Boston, MA: Pearson.

Recommended Textbooks

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

Required Resources

1.) Required Access to Course Blackboard Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select

the EDSE 503 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Sunday evening before Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

****Starting September 12th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!****

2.) Language Modules Website

During the semester, students will be asked to access 3 online language modules through <http://ttaonline.org> . The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development.

Additional Readings

National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3*. Retrieved August 12, 2016, from https://www.nichd.nih.gov/publications/pubs/prf_k-3/Documents/PRFbooklet.pdf

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
<http://dibels.uoregon.edu/>

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. [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class

session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** **Two or more unexcused absences may result in no credit for this course.**

Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Late assignments will be accepted in the following manner for the Early Language Development Application Paper, Fox Text, and the Reading Assessment Report (**Note: No late work will be accepted for the Group Presentation, Final Exam, or Reading Assessment Lesson Plan Follow Up**):

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks late up through last class before exam**

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	=	95-100%
A-	=	90-94%
B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
F	=	69% and below

Course Requirements

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and language to students with disabilities.

The required NCATE assignment for this course is the reading assessment report that will assist you in learning and understanding the implementation of a comprehensive informal reading assessment program with a student with a disability. You will need to submit this assignment to TK20. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

The Early Language Development Application Paper, Group Presentation, and Reading Assessment Lesson Follow Up should be submitted via the Blackboard Digital Assignments Tab. All assignments should be submitted by the start of class on the due date (4:30PM). Assignments should not be submitted by GMU email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the Instructor's Blackboard email account. Assignments that are not submitted at the appropriate time *are late*. Paper copies of assignments (i.e., for the Reading Assessment Report and the Fox text) turned in during class should be given to the professor at the beginning of the class session on which they are due. The reading assessment report must also then be submitted to TK20. Assignments not submitted at the beginning of class *are late*. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignment Labeling Guidelines

Submitted assignments should be labeled with filenames that correspond to: **<your first initial your last name abbreviated form of the assignment's name>**. I will return graded assignments to you via Blackboard. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of required assignments:

SRayLangDev – Early Language Development Application Paper (Blackboard)

SRayGrpPres – Group Presentation PowerPoint (Blackboard)

SRayLessFoll – Lesson Follow Up (Blackboard)

SRayReadRep – Reading Assessment Report (TK20)

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per class Meeting)	/15
2. Self-Paced Completion of Fox Text	/10
3. Early Language Development Application Paper	/15
4. Group Presentation	/15
*5. Reading Assessment Report	/30
6. Reading Assessment Lesson Follow Up	/10
7. Final Exam	/5
Total # of points earned	/100

***TK20 SUBMISSION REQUIRED**

The Reading Assessment Report is the required NCATE assignment for this course and must be submitted digitally to TK20. If this is your first GMU Special Education class, you will need to ensure you have an active TK20 account. There is further TK20 information on the GMU Special Education Program website: <http://gse.gmu.edu/programs/sped/> .

Course evaluation and final grades will be calculated based on the individual student's point score out of the possible 100 point total.

Assignments

Performance-based Assessment (Tk20 submission required).

Informal Reading Assessment Administration and Educational Assessment Report

– Due November 14th (20 points)

The Reading Assessment Report requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities will use the online assignment module “student” to ensure they have a child to work with during the semester for this assignment.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning,

preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.

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

NOTE: A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.

- 2 - 3 meetings: conduct the Informal Reading Inventory (IRI) - floor and ceiling.

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

Performance-based Common Assignments (No Tk20 submission required).

Self-Paced Completion of Fox Text – Due November 28th (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 the pretest and posttest 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. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive full credit, all sections of Parts I-VI must be completed. **Parts VII and VIII can be completed for an additional .25 point each (.5 point total) for your final grade.**

Final Exam – Due December 12th (5 points)

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Other Assignments.

Attendance and Participation - Weekly (1 point per class for a total of 15 points)

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, Points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectfully, and
- f. demonstrating an enthusiasm for learning,
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials, specifically.

Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.

Specific Attendance Points: Each class (15 sessions): .5 = psychologically invested, prepared, and present; .25 = participation, thoughtful contributions, completed in-class assignments, and .25 = actively guiding group discussions towards thoughtful work completion and presenting assigned content in a knowledgeable and reflective manner.

Early Language Development Application Paper – Due October 31st (15 points)

An understanding of the key terminology and concepts underlying language development is essential for an educator's foundation for teaching language and reading in the classroom. To this end, students will first complete three online language modules that can be accessed through <http://ttaonline.org>. The titles of the three modules are: *Oral Language Development, Language Foundations Part I; Oral Language Development, Typical Development Part II; and Oral Language Development: Developing Speech & Language Skills in the Classroom Part III*. In cases of technology issues, students will have the option to read two language development chapters posted on the class website in lieu of viewing the modules. Second, students will pick a language development topic of interest from one of the modules to conduct further research by using the GMU digital library to find one research study on the selected topic. Finally, students will write a 3-5 page application paper where:

- the topic of interest is clearly identified and connections to early language development is clearly developed;
- key ideas from the selected study and its relevance to the topic are highlighted (key ideas would include highlighting the study's purpose, basic research process, results, and connections to language development); and

- finally using both modules and study information to help synthesize the student's application ideas for practice in his/her own classroom or future classroom/practice.

Early Language Development Application Paper Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<p>Topic of Interest</p> <ul style="list-style-type: none"> • Clearly identified topic using relevant terminology highlighted in both the language development modules & relevant study pulled • Topic importance to early language development established through connections made with language modules 	/5	
<p>Selected Study</p> <ul style="list-style-type: none"> • Core ideas from the selected study and its relevance to the student's topic are clearly explained, including study's: • Purpose • Basic research process • Results • Connections to language development 	/5	
<p>Application of Ideas</p> <ul style="list-style-type: none"> • Synthesis of module and study ideas relating them to practice in student's own classroom or future classroom/practice • Information should be included specifically for application with English Language Learners (ELLs) 	/3	

Early Language Development Application Paper Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Writing Style <ul style="list-style-type: none"> • Written content is logically organized and detailed • Appropriate usage of standard written English grammar, spelling and clarity of expression • APA format 	/2	
TOTAL	/15	

Group Presentations – *Varying Weeks by Presentation Topic (15 points)*

On the second night of class, we will form small groups and each group will be matched with an area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) to focus on throughout the semester. Each group will select 3 specific activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 minute presentation session on an assigned night, which will coordinate with the topic of that evening’s class. You will be given time in class to work on these presentations, but some outside of class time may also be needed.

Two weeks prior to presenting, each member of your group will submit a one-page document specifying the roles of each member (intended and enacted) and a more elaborate account of his/her own contribution to the project. Including an assessment of group strengths or any weaknesses is strictly personal, not mandatory.

In terms of group functioning, some groups may prefer to designate a project manager whose role it is to coordinate the work, but a project manager is not required. Should you elect for a project manager, that person should be indicated in each member’s “role” paper. Roles of “Researcher(s)” and “Presenter(s)” may be designated; however, details of these roles must be specific, described, and demonstrated if individuals take on specific roles such as these or others.

Your presentation should be active and engaging, demonstrating activities for peers in a dynamic way or actually engaging your peers in the activities in a hands-on manner. Elements that should be included are:

- A definition of the chosen area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) from the National Reading Panel’s 2000 report and all terminology surrounding this area.
- Identification of skills underneath that particular area of reading and a description of the purpose of those skills to the overall successful reading process

- A description of how the activities can be differentiated as well as made usable for English language learners.
- A description of 2-3 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.
- **Active demonstration/engagement of peers with at least two of the three activities for your designated area of reading is required.** Activities can take the form of innovative usage of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device
- A handout for the class of the most vital information on your reading activities 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 – It should not be a copy of your PowerPoint slides, if you are using PowerPoint as your visual support.**
- At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation. One group member should submit an electronic copy used in the presentation prior to presenting and include the names of all participants.
- A bibliography (APA format) with at least three references, including one-reputable website is required. Bibliographies will be uploaded to Blackboard so others may share in your resources.

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Definition <ul style="list-style-type: none"> • Presentation includes a clear and accurate definition of the chosen area of reading. 	/1	
Identification of Reading Area Skills <ul style="list-style-type: none"> • Presentation includes a thorough description of target skills under the specific area of reading 	/2	
Description of Three Activities for Instruction <ul style="list-style-type: none"> • Presentation includes a description of at least three strategies, which focus on developing the specific reading area 	/2	

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
<p>Summary Document on Group Roles</p> <ul style="list-style-type: none"> • Each member submits a summary clearly identifying member roles, and a self-analysis on contribution made. 	/2	
<p>Engaging Demonstration/Hands-On Activities</p> <ul style="list-style-type: none"> • At least two of the activities involve demonstration for and/or active engagement • Activity demonstration is hands-on and engaging to audience members 	/2	
<p>Class Handout</p> <ul style="list-style-type: none"> • At least one clear and applicable handout is distributed to the class, which focuses on the chosen activities for the area of reading. • Most essential information on activities included • Uses graphics to enhance handout's visual display of concepts • Handout shows creativity and development as a group product 	/2	

Group Presentation Rubric		
<i>Element</i>	<i>Points</i>	<i>Comments</i>
Presentation <ul style="list-style-type: none"> • Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.). • Visual support is easy to read and understand from all areas of the classroom. • Presentation is clear and accurate. • Presentation is no longer than 25 minutes, but not shorter than 20 minutes. • Presentation is creative and involves whole class participation. • Presentation shows evidence of collaborative effort and teamwork 	/3	
Bibliography <ul style="list-style-type: none"> • At least three references (including at least one reputable website) • APA format 	/1	
TOT TOTAL	/15	

Reading Assessment Lesson Follow Up – Due December 19th (10 points)

Following the Reading Assessment Report, students will complete the lesson assignment, which includes a lesson plan designed for the target student of the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report, and select an evidence-based reading practice for application in a lesson with this student. A one page description of the selected reading intervention/practice, with at least two supporting sources (beyond the course text) must be included. The rest of the lesson plan will be completed using the lesson plan template provided by the instructor. Items included in the template will be the development of an IEP goal based on the target student’s evidenced area of reading need; an instructional objective based on this goal for the specific lesson at hand; a listing of required materials for the lesson; descriptions of the introduction to the lesson and actual instruction to be provided; detailed information on how the lesson will be adapted to the particular needs of the target student; and an outline for progress monitoring.

Reading Assessment Lesson Follow Up Rubric	
Description of Selected Intervention	/2
<ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 2 reliable sources for research based practices 	
Instructional Plan	/5
<ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write an instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent practice, assessments) • Identify any instructional adaptations 	
Monitoring Student Progress	/2
<ul style="list-style-type: none"> • Locate/develop a progress monitoring measure, • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	
Writing Style	/1
<ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	
TOTAL	/10

Schedule

COURSE SCHEDULE		
Date	Topics	Assignments Due
8/29	Introductions and Icebreaker Syllabus and Course Expectations Online Signature Assignment “Student” Fox Pretest	
9/5 Labor Day	<i>Holiday – No Class Meeting!</i>	

COURSE SCHEDULE		
Date	Topics	Assignments Due
9/12	Group Formation and First Meetings A Historical Perspective <ul style="list-style-type: none"> Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* Language Development <ul style="list-style-type: none"> Rules, Forms, and Functions of Language 	Jennings, Caldwell & Lerner (JCL) Ch. 1, 15
9/19	Language Development Continued <ul style="list-style-type: none"> Birth through the Preschool Years 	Read <i>Put Reading First</i> https://www.nichd.nih.gov/publications/pubs/prf_k-3/Documents/PRFbooklet.pdf TTAC Unit 1
9/26	Language & Literacy in the Beginning School Years <ul style="list-style-type: none"> Selecting/evaluating text for diverse learners; readability Concepts of Print 	JCL – Read Chapter 2 TTAC Units 2 & 3
10/3	Gathering Background Information <ul style="list-style-type: none"> Forms & Procedures for Obtaining Student Educational Histories Collecting Diagnostic Information <ul style="list-style-type: none"> Informal Assessments Informal Reading Inventory (IRI)* Running Records; Miscue Analysis* 	JCL Read Chapters 4 & 5 Access and Review: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> http://dibels.uoregon.edu/ Please select the student that you will use for the case study by this date or let the instructor know if you will use the online assignment module.
10/10 Columbus Day – <i>Holiday – No Class Meeting!</i> ***Meet 10/11 Instead!***	Informal Assessment through Progress Monitoring <ul style="list-style-type: none"> The Assessment Continuum Reliability Validity Criterion-Referenced Assessment Progress Monitoring in Reading 	JCL Read Chapters 4 & 5 Continued Phonemic Awareness Group Presentation Role Papers Due

COURSE SCHEDULE		
Date	Topics	Assignments Due
10/17	Systematic and Explicit Reading Instruction <ul style="list-style-type: none"> • Systematic/Explicit Instruction* (I do, we do, you do) • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)* 	JCL Read Chapter 6 Phonics Group Presentation Role Papers Due
10/24	Factors Affecting Early Literacy <ul style="list-style-type: none"> • The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness Phonemic Awareness Group Presentation	JCL Read Chapter 7
10/31	Advanced Word Reading Strategies <ul style="list-style-type: none"> • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis) * Phonics Group Presentation	JCL Read Chapter 8 Due Early Language Development Application Paper Fluency Group Presentation Role Papers Due
11/7	<u>*Note: Online Class:</u> Writing Instruction in the Inclusive Classroom <ul style="list-style-type: none"> • Nature and Organization of English orthography • Spelling Assessment • Writing Instruction 	JCL Read Chapter 13 Vocabulary Group Presentation Role Papers Due
11/14	The Dimensions of Fluency <ul style="list-style-type: none"> • Fluency Instruction* (progress monitoring*) • Accuracy, speed, and prosody Fluency Group Presentation	JCL Read Chapter 9 Due Reading Assessment Report Comprehension Group Presentation Role Papers Due
11/21	Vocabulary Instruction* <ul style="list-style-type: none"> • Mnemonics* • Semantic maps* • Word meaning sorts Vocabulary Group Presentation	JCL Read Chapter 10 Berkeley & Barber Read Chapter 3

COURSE SCHEDULE		
Date	Topics	Assignments Due
11/28	Comprehension Instruction* <ul style="list-style-type: none"> • Graphic organizers* • Questioning strategies* • Self-monitoring/metacognition* • Direct/explicit comprehension instruction – think aloud* Comprehension Group Presentation	JCL Read Chapter 11 Berkeley & Barber Read Chapter 5 Due Fox Text
12/5	Comprehension Strategies Non-fiction Review for Final Exam Fox Post-test	JCL Read Chapter 12 Berkeley & Barber Read Chapter 6
12/12	Final Exam	
12/19	Literacy & Diversity <ul style="list-style-type: none"> • First Language Interference in Speech and Writing for English Language Learners Course Evaluations	JCL Read Chapter 14 Due Reading Assessment Lesson Follow Up