



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

Spring 2017

EDSE 563 635: Language Structure and Literacy Development for Students with
Specific Learning Disabilities
CRN: 22015, 3 – Credits

Instructor: Dr. Judith Fontana, Dr. Harolynn Wiley, & Dr. Katherine Nutt	Meeting Dates: 11/16/2016 – 02/01/2017
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Office Hours: by appointment, please email to schedule face to face or phone conference	Meeting Location: Fauquier County Public Schools Location
Office Location: Fairfax, Krug Hall	Other Phone: N/A

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

Examines the components of the English language, including language processing requirements, integrated with the development of literacy skills. Analyzes language and literacy performance and the variability of language learning in students with specific learning disabilities. Explores environmental, social, and cultural factors, including the impact of second language learning and dual-identification.

Prerequisite(s) EDSE 562

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

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Course Delivery Method

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

Learner Outcomes (aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading; Standards B 1-13; A 4) Students will:

1. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.
2. Understand the broad outline of historical influences on English spelling patterns.
3. Define grapheme.
4. Recognize and explain common orthographic rules and patterns in English.
5. Know the difference between “high frequency” and “irregular” words.
6. Identify, explain, and categorize six basic syllable types in English spelling.
7. Identify and categorize common morphemes in English.
8. Understand and identify examples of meaningful word relationships or semantic organization.
9. Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.
10. Identify the parts of speech and the grammatical role of a word in a sentence.
11. Explain the major differences between narrative and expository discourse.
12. Identify and construct expository paragraphs of varying logical structures.
13. Identify cohesive devices in text and inferential gaps in the surface language of text.
14. Know and identify phases in the typical developmental progression of language and reading component skills.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this course include those related to A: Foundation Concepts about Oral and Written learning and B: Knowledge of the Structure of Language.

Required Textbooks

Moats, L. M. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes Publishing Co.

Recommended Textbooks

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

Additional Learner Outcomes:

1. Assessment: Understand the differences among screening, diagnostic, formative and progress monitoring assessments and how each is used in your school division.
2. Assessment: Explain the basic principles of test construction (reliability, validity, norm referencing).
3. Assessment: Define the range of skills typically assessed by diagnostic surveys or phonological, decoding, oral reading, spelling and writing skills.

Required Resources

Blackboard: This course will be delivered face to face and on GMU's Blackboard platform. In addition, required readings are posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

Group Work: In addition to in class group work, students will use Blackboard Collaborate and Blackboard Discussion Boards to complete assignments. If you are not familiar with Collaborate or the Discussion Boards, please complete a tutorial available on Blackboard.

Email: Students are required to activate, monitor, and use their GMU email accounts when corresponding in and about the course. Per university policy in compliance with federal law, faculty will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts. Any announcements regarding the course will be sent to your GMU account and will appear on Blackboard. Faculty will attempt to respond to individual emails within 48 hours, excluding weekends.

Additional Readings

Additional readings will be posted on Blackboard.

Course Performance Evaluation

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 563, the required PBA is *Text Analyses*. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (“IN”). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an “F”. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Text Analyses

Given samples of text from a selection of elementary, middle, and high school level content areas, candidates will

- a. Map graphemes to phonemes in at least five chosen words
- b. Analyze at least five chosen words by suffix ending patterns and apply suffix ending rules
- c. In at least one sample, identify printed words that are the exception to regular patterns and spelling principles
- d. In at least one sample, analyze at least five words for predictable syllable patterns
- e. In at least one sample, deconstruct simple, complex, and compound sentences.
- f. For at least three sentences, identify the basic parts of speech and classify words by their grammatical role in a sentence
- g. Classify each text by genre and identify the characteristics features of the genre.
- h. Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization.
- i. Analyze at least one sample for inferences that students must make to comprehend.

College Wide Common Assessment (Tk20 submission required)

N/A

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

N/A

Other Assignments: Specific Directions and Rubrics will be posted on BlackBoard)

1. Six quizzes aligned with the scheduled readings and in class work. These will be available on Blackboard. Dates are noted in the course schedule. Each quiz will require a minimum of 20 responses. Questions will be multiple choice and/or open ended. It is estimated that you will spend 45-60 min /quiz.
2. Article Discussion Leadership (20 points) – Students will work in collaborative teams to complete this assignment. Each team will be responsible for facilitating a discussion and activity around an assigned article. The discussion/activities will be embedded into scheduled

classes according to content/focus of the article. The syllabus will note the dates for ADL content. (Presentations are limited to 15 minutes)

Course Policies and Expectations

Attendance/Participation

Attendance and Participation (10 points): Attendance is critical and class time will provide opportunities for (a) demonstration, (b) hands-on activities, (c) reflection on readings, class activities and assignments, and (d) applications or extensions related to assigned readings. Active participation in all activities is expected and will be evaluated. In-class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time.

Each student is allowed one absence with no deductions. Two tardy/early departures are equal to 1 absence. Beyond that, one point will be deducted for each absence, up to a total of 10 points. Please communicate with your instructor as soon as possible prior to any/all tardy and absences.

Class Participation Rubric:

Excellent (9-10)	Competent (7- 8)	Minimal (5-6)
<p>The student:</p> <ul style="list-style-type: none"> • Regularly attends class • Actively questions, observes and reflects on readings and discussions • Participates actively in small group activities 	<p>The student:</p> <ul style="list-style-type: none"> • Regularly attends class • Occasionally questions, observes and reflects on readings and discussions • Participates actively In small group activities 	<p>The student:</p> <ul style="list-style-type: none"> • Misses more than 3 classes • Seldom questions, observes and reflects on readings and discussions • Does not participate actively In small group activities

Late Work

It is expected that assignments will be turned in on time. However, students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in advance. Otherwise points will be deducted for work that is turned in late.

Grading Scale

Graduate Grading Scale	
A	95-100%
A-	90-94%
B+	86-89%
B	80-85%
C	70-79%
F	Below 70%

Grades of A and A-

A grade of A or A- indicates that a student has performed at an exemplary level. The “A” range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; and meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic course requirements.

Evaluation:

Assignments/Grading	Points
Class Attendance and Participation	10
1. Workbook Exercises (6 groups @ 10pts)	60
2. Article Discussion Leadership (2 @20 pts each)	20
3. *Designated Performance-Based Assessment: Text Analyses	40
TOTAL	130

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class/Module	Topics	Readings & other pre- class tasks	Assignments Due
1 LO: 1, 14 11/16/16	Syllabus review Recall: Rationale for the study of language Introduction to Phonetics Dev. of Language and Reading Skills	Read: Phonetics/Chapter 2 Moats (2010) Letters vs. Phonemes (1:30) https://www.youtube.com/watch?list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&v=J608Dbhs6J8 Spelling (15:08) https://www.youtube.com/watch?v=Yh13_eqKoWI&list=PLLxDwKxHx1yLHbk8bBWEBQq-QaTLicBXk&index=4	N/A
2 11/30/16 LO 1, 14	Phonetics Phonology & their Literacy Milestones	Read: Phonology/ Chapter 3 Moats (2010). Explore this site: http://soundsofspeech.uiowa.edu/english/english.html	Quiz 1: Phonetics Available 11/30
3 12/7/16 LO 3, 14	Phonemic Awareness Phoneme Grapheme correspondence Consonants (voiced, unvoiced), vowels (long/short)	Read: Orthography pages 79-103/Chapter 4 Moats (2010) And: http://www.readingrockets.org/article/development-phonological-skills http://www.readingrockets.org/article/development-phonological-skills	Quiz 1:Hard copy Due: In class 12/7/16 Quiz 2 Available 12/7/16

Class/Module	Topics	Readings & other pre- class tasks	Assignments Due
4 12/14/16 LO 3,6	Phoneme Grapheme correspondence High frequency and irregular words Syllable types	Read: pages 103-112 Chapter 4 Moats	Quiz 2: Hard copy due in class Quiz 3 available 12/14/16 Quiz 3: Due on or before 12/20/16 (submit online)
Winter Break			
5 1/04/17 LO 4	Work on ADL Assignment	Read article and prepare presentations	Please Turn in ADL to the Blackboard site by midnight
6 1/11/17 LO 7, 11	Morphology <ul style="list-style-type: none"> • How morphemes change words • Origin of common morphemes Compare and contrast Narrative and Expository prose	Read Chp 5 in Moats (2010) ADL audience: Review the ADL post on Bboard prior to class. Review the article & be prepared to discuss or participate.	Quiz 4: Available 1/11/14 ADL teams 1,2,3
7 1/18/17 LO 8,12	Syntax: <ul style="list-style-type: none"> • Structures and Types of sentences • Grammar Constructing expository Paragraphs	Read Chapter 6 Moats (2010) ADL audience: Review the ADL post on Bboard prior to class. Review the article & be prepared to discuss or participate	Quiz 4: Hard copy due in class Quiz 5: Available 1/18/17 ADL teams 4,5,6
8 1/28/17 LO ,9,10	Semantics Meanings of words and phrases Surface language of Text: Inferential Gaps Cohesive Devices	Read Chp 7 Moats (2010) ADL audience: Review the ADL post on Bboard prior to class. Review the article & be prepared to discuss or participate	Quiz 5: Hard copy due in class. Quiz 6: Available 1/28/17 ADL Teams 7,8,9
9 2/1/17	Introduction to Assessment Principles and types	PBA Due	Quiz 6: Hard copy due in class PBA Due

Assessment Rubric(s)

*DESIGNATED PERFORMANCE-BASED ASSESSMENT

Text Analyses--ASSESSMENT RUBRIC

A Rubric reflecting point values for grading purposes is on Blackboard

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Map graphemes to phonemes in at least five chosen words	Candidate accurately maps graphemes to phonemes in more than five randomly chosen words.	Candidate accurately maps graphemes to phonemes in at least five chosen words.	Candidate DOES NOT accurately map graphemes to phonemes in 1-3 of 5 words OR is inaccurate in mapping in any of the 5 words.
Analyze at least five chosen words by suffix ending patterns and apply suffix ending rules.	Accurately analyzes at least five chosen words by suffix ending patterns and apply suffix ending rules and provides rationale for choice of rule.	Accurately analyzes at least five chosen words by suffix ending patterns and apply suffix ending rules.	DOES NOT Accurately analyze 3-5 of the chosen words by suffix ending patterns and apply suffix ending rules.
In at least one sample, identify printed words that are the exception to regular patterns and spelling principles	Candidate accurately identifies printed words that are the exception to regular patterns and spelling principles in all samples.	Candidate accurately identifies printed words that are the exception to regular patterns and spelling principles in at least one sample.	Candidate DOES NOT accurately identify printed words that are the exception to regular patterns and spelling principles.
In at least one sample, analyze at least five words for predictable syllable patterns	Candidate accurately analyzes at least five words for predictable syllable patterns in each sample.	Candidate accurately analyzes at least five words for predictable syllable patterns in one sample.	Candidate is inaccurate in analyzing any of at least five words for predictable syllable patterns
In at least one sample, deconstruct simple, complex, and compound sentences.	Candidate accurately deconstructs simple, complex, and compound sentences in every sample.	Candidate accurately deconstructs simple, complex, and compound sentences in one sample.	Candidate inaccurately deconstructs simple, complex, and compound sentences.

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
For at least three sentences, identify the basic parts of speech and classify words by their grammatical role in a sentence	Candidate accurately identifies the basic parts of speech and classifies words by their grammatical role in a sentence in at least three sentences across every sample.	Candidate accurately identifies the basic parts of speech and classifies words by their grammatical role in a sentence three sentences.	Candidate is inaccurate in identifying the basic parts of speech and classification of words by their grammatical role in a sentence in any sample.
Classify each text by genre and identify the characteristics features of the genre.	Candidate accurately classifies each text by genre and identifies the characteristic features of the genre in each sample.	Candidate accurately classifies each text by genre and identifies the characteristic features of the genre for at least two of three samples.	Candidate inaccurately classifies each text by genre AND/OR inaccurately identifies the characteristic features of the genre.
Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization.	Candidate accurately identifies main idea sentences, connecting words, and topics in all samples.	Candidate accurately identifies main idea sentences, connecting words, and topics in at least one sample.	Candidate inaccurately identifies main idea sentences, connecting words, and topics in any sample.
Analyze at least one sample for inferences that students must make to comprehend	Candidate accurately analyzes all samples for inferences that students must make to comprehend	Candidate accurately analyzes at least one sample for inferences that students must make to comprehend	Candidate inaccurately analyzes any sample for inferences that students must make to comprehend