



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

Summer 2017

EDSE 565 635: Vocabulary, Comprehension, and Written Expression for Students with Specific Learning Disabilities
CRN: 42522, 3 – Credits

Instructor: Dr. Margaret Weiss & Dr. Judith Fontana	Meeting Dates: 05/03/2017 – 06/28/2017
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Office Hours: By appointment	Meeting Location: Fauquier County Location
Office Location: 213 Finley; 213 Krug	Other Phone:

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

Prerequisite(s) B- or higher in EDSE 564 & EDSE 566

Co-requisite(s) EDSE 567. Using a diagnostic prescriptive model, students will apply methods and techniques learned in EDSE 565 thus demonstrating competencies for teaching students with specific learning disabilities in reading, as described in the International Dyslexia Association's Knowledge and Practice Standards.

Course Description

Evaluates vocabulary, text comprehension, and written expression skills of students with specific learning disabilities using formal and informal measures. Designs instruction to meet the needs of students with learning disabilities who have deficits in these areas.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

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) Students will:

1. Understand the role of vocabulary development and vocabulary knowledge in comprehension.
2. Understand the role and characteristics of direct and indirect methods of vocabulary instruction.
3. Know varied techniques for vocabulary instruction before, during, and after reading.
4. Understand that word knowledge is multifaceted.
5. Understand the sources of wide differences in students' vocabularies.
6. Be familiar with teaching strategies that are appropriate before, during, and after reading.
7. Contrast the characteristics of major text genres.
8. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.
9. Identify in any text the phrases, clauses, sentences, paragraphs, and "academic language."
10. Understand levels of comprehension.
11. Understand factors that contribute to deep comprehension.
12. Identify students' levels of spelling development and orthographic knowledge.
13. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.
14. Understand the major components and processes of written expression and how they interact.
15. Know grade and developmental expectations for students' writing.
16. Understand the principles of progress-monitoring and the use of graphs to indicate progress.
17. Interpret measures of written expression.

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 D: Interpretation and Administration of Assessments for Planning Instruction, E-4: Structured Language Teaching: Vocabulary, E-5: Structured Language Teaching: Text Comprehension and E-6: Structured Language Teaching: Handwriting, Spelling, and Written Expression.

Required Textbooks

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties (2nd ed)*. New York: Guilford.

www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf *THINK LITERACY: Cross-Curricular Approaches, Grades 7-12. Reading Strategies. Online no cost*

Recommended Textbooks

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

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

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

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 565, the required PBA is *Case Study Analysis*. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Case Study Analysis

Using assessment data from a case study presented to candidates of a student with a specific learning disability in reading, the candidate will interpret findings, plan for progress monitoring, and design targeted instruction.

1. Using case study data, accurately interpret a test and subtest scores to describe a student’s patterns of strengths and weaknesses and instructional needs in the areas of vocabulary, text comprehension, and written expression.
 - a. Provide an overall summary of the student’s performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
 - b. Recommendations for Accommodation
Consider the assessment results and make a judgment about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.
 - c. Recommendations for Instruction
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.
 - d. Identify one goal for each of the areas of vocabulary, text comprehension, and written expression.
2. Instruction
 - a. Using the three goals for individualized instruction as your guide, describe a general plan for individualized instruction for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.
 - b. Design three complete lesson plans, using information from the course. One lesson should address vocabulary; another text comprehension, and another written expression.

3. Progress monitoring

- a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures) to monitor the progress of the student toward the one of the three goals you identified.
- b. Describe the probes and procedures (in brief form) that you would like to use.
- c. Identify the frequency of your assessment and how you would use the information gathered.
- d. Identify how you would make decisions about instruction based upon the data gathered

Other Assignments/Fieldwork Experience

Content Acquisition Podcast (CAP)- Each student will create a Content Acquisition Podcast (CAP) on a vocabulary term of their choice. A CAP is a multimedia podcast that uses evidence-based practices to teach and provide practice opportunities for at least one critical vocabulary term. Additional assignment directions and rubrics are on Blackboard.

Assistive Technology—Candidates will review and evaluate a variety of assistive technologies for reading. Candidates will identify purpose, contextual needs, and cost of devices, as well as feasibility of use in a general classroom and in structured supplemental instruction. Finally, candidates will describe the impact of the use of the device on long-term reading outcomes for students with learning disabilities.

The practicum will be accomplished via a supervised reading clinic.

Course Policies and Expectations

Attendance/Participation

(25 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 tardies/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 tardies and absences.

Class Participation Rubric:

Excellent (9-10)	Competent (7- 8)	Minimal (5-6)
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<p>The student:</p> <ul style="list-style-type: none"> 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"> 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"> Seldom questions, observes and reflects on readings and discussions Does not participate actively In small group activities
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Late Work

Assignments are due on the date indicated in the syllabus. If your instructor changes the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. Work turned in late with no extenuating circumstances previously made known to the instructor *will incur a 1 point deduction for each day 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.

Assignments/ Grading	Points
Class Attendance and Participation (To include participation in a discussion board)	25
Content Acquisition Podcast (CAP)	20
Assistive Technology Review Activity	10
Case Study Analysis and Instructional Plan	45
	100

*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.

Class Schedule (see next page)

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

Date	Class #	Topic(s)	Readings & Resources	Assignment Due
5/3	1	Syllabus Review Overview of reading comprehension Assessing reading comprehension	Chp. 1 Klingner et al. (2015) Scan Read: Chp. 2 Klingner et al. (2015)	
5/10	2	Vocabulary & comprehension Content vocab assessment Vocab: Rdg comp, writing in general Vocabulary: Instructional strategies	Chp. 3 Klinger Vocabulary Instruction	Discussion Board week
5/17	3	Comprehension: Strategies to include Reading and Writing as reciprocal processes supporting comprehension	Chp. 4 Klinger et al (2015) Expert Groups: Select Strategies for class 5	Discussion Board week
5/24 Online	4	CAPS	Complete Modules	
5/31	5	Comprehension strategies Expert groups	Preview your strategy (readings on Blackboard). You will have time in class with your expert group.	
6/7 Practicum begins 6/12	6	Writing series Fundamentals of Sentence Writing Simple and Compound	Bring in a Writing samples Writing Next (Exec Summary; p. 11-22; Posted on BB)	CAP due
6/14	7	Writing series Tools and strategies to go through the writing process	Sedita (Chapter 7) POSTED on BB	Discussion board week
6/21	8	AT guest speaker: Students will work on and hand in their AT reviews.		AT review due. Submit online at the end of class.
6/28	9	Wrap up and integration		Bring in student samples from EDSE 567
7/3				Student Analysis and Instruction Implementation Case Study due PBA due

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course-support.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy

lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

***DESIGNATED PERFORMANCE-BASED ASSESSMENT**

Case Study Analysis ASSESSMENT RUBRIC

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Provide an overall summary of the student’s performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have. (IDA D5)	Candidate writes report that clearly and accurately summarizes a student’s current skills in vocabulary, text comprehension, and written expression AND includes educational implications of current performance.	Candidate writes report that clearly and accurately summarizes a student’s current skills in vocabulary, text comprehension, and written expression.	Candidate writes report that is NOT ACCURATE in summarizing student’s current skills OR does not include one or more of the following areas: vocabulary, text comprehension,
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. (IDA D6)	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data Candidate provides data-based rationale for each recommendation.	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data.	Candidate writes inappropriate OR irrelevant OR general recommendations for instruction and educational programming based on assessment data.

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Design three complete lesson plans (vocabulary) (E-4:2)	<p>Lesson plan reflects:</p> <ul style="list-style-type: none"> • Selection of material for read-alouds and independent reading that will expand student’s vocabulary. Materials provided. • Identification of words necessary for direct teaching with description of relevance to curriculum. • Repeated encounters with new words. Each explicitly described. • Repeated unique opportunities to use new words. 	<p>Lesson plan reflects:</p> <ul style="list-style-type: none"> • Selection of material for read-alouds and independent reading that will expand student’s vocabulary. • Identification of words necessary for direct teaching. • Repeated encounters with new words. • Repeated opportunities to use new words. 	<p>Lesson plan reflects:</p> <p>No specific (or inappropriate) material selected for read-alouds or independent reading</p> <p>OR</p> <p>No words identified for direct teaching.</p> <p>OR</p> <p>Two or fewer encounters with new words.</p> <p>OR</p> <p>Two or fewer opportunities to use new words.</p>

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Design three complete lesson plans (text comprehension) (IDA E-5: 1)	<p>Candidate designs a lesson that includes:</p> <ul style="list-style-type: none"> • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. <p>Lesson addresses surface code, text base, and mental model.</p> <p>Candidate describes potential confusions for students AND addresses those explicitly.</p>	<p>Candidate designs a lesson that includes:</p> <ul style="list-style-type: none"> • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. <p>Lesson addresses surface code, text base, and mental model.</p>	<p>Candidate designs a lesson that FAILS to include any of the following:</p> <ul style="list-style-type: none"> • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. <p>Lesson addresses only ONE or fewer of: surface code, text base, or mental model.</p>

	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	3	2	1
Design three complete lessons (written expression) (IDA E-6: 2)	<p>Candidate designs a lesson that</p> <p>Includes activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes.</p> <p>Candidate teaches a research-based writing strategy for planning, revising, or editing text within the lesson.</p> <p>Candidate includes instruction on generalization of the writing strategy in instruction.</p>	<p>Candidate designs a lesson that</p> <p>Includes activities to teach mechanics/conventions OR composition OR revision and editing processes.</p> <p>Candidate teaches a research-based writing strategy for planning, revising, or editing text within the lesson.</p>	<p>Candidate designs a lesson that</p> <p>Includes activities that are not directly related to mechanics/conventions OR composition OR revision and editing processes.</p> <p>Candidate DOES NOT teach strategies OR teaches writing strategies that are not research-based.</p>
Describe use of informal assessment measures to monitor the progress of the student.	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> • Description and examples of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data • Rationale for decision making rules 	<p>Candidate describes a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> • Description of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data. 	<p>Candidate describes a progress monitoring plan that either DOES NOT include any of the following OR items are not linked to instructional objectives:</p> <ul style="list-style-type: none"> • Description of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data