



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

Fall 2017

EDSE 503 642: Language Development and Reading

CRN: 82331, 3 – Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 09/14/17 – 11/16/17
Phone: cell 802-595-9663	Meeting Day(s): Thursday
E-Mail: sasen@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: by appointment	Meeting Location: Woodson HS; room E201
Office Location: by appointment	Other Phone: office 703-993-5448
<ul style="list-style-type: none"> • There is no class session on Thursday, September 21, 2017. • The professor does not respond to email, phone calls, or texts after 3:00 p.m. on class days. 	
<p>“The beautiful thing about learning is that no one can take it away from you.” -B.B. King</p> <p>“I have always imagined that paradise will be a kind of library.” -Jorge Luis Borges</p> <p>“Once you have learned to read, you will be forever free.” -Frederick Douglass</p> <p>“Oh, magic hour, when a child first knows she can read printed words!” -Betty Smith, <i>A Tree Grows in Brooklyn</i> (1943)</p> <p>“Never trust anyone who has not brought a book with them.” -Lemony Snicket</p> <p>“There is more treasure in books than in all the pirate’s loot in <i>Treasure Island</i>.” -Walt Disney</p> <p>“A book is a gift you can open again and again.” -Garrison Keillor</p> <p>“I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. -Anna Quindlen</p> <p>“To read without reflecting is like eating without digesting. -Edmund Burke</p> <p>“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.” -Chinese proverb</p> <p>“It is not good enough to have a good mind; the main thing is to use it well.” -Rene Descartes</p> <p>“Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.” -Groucho Marx</p> <p><i>Docendo discimus.</i> (Latin proverb: “By teaching, we learn.”)</p>	

***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) None

Co-requisite(s) None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

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.

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.

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. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection and self-assessment.

Learner Outcomes

Upon completion of this course, teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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. 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 teacher candidates/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.

Required Textbooks

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st ed.). Baltimore, MD: Brookes Publishing. ISBN 9781598573060
Fox, B.J. (2014). *Phonics & Word Study for the Teacher of Reading* (11th ed.). Boston, MA: Pearson. ISBN 9780132838092 (This is a workbook in which the candidate writes and the

digital format may not be used for this class. Candidates need to purchase a hard copy that has not been written in as candidates will be required to write in the text.)

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies* (7th ed.). Boston, MA: Pearson. ISBN 9780132837804

Recommended Textbooks

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

Required Additional Readings and Resources

- “The Developmental Spelling Assessment”, a guide developed by the professor and posted on Bb (Course Content -> Additional Resources -> Developmental Spelling Assessment).
- UVA HotSheet “Effective Practices for Phonological Awareness”, posted on Bb and retrievable from http://teachingld.org/hot_sheets
- “Developmental Word Knowledge”, posted on Bb and retrievable from <http://ptgmedia.pearsoncmg.com/images/9780137035106/downloads/ch01.pdf>
- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015” (Additional Resources 503 -> Effective Presentations).
- The professor may assign additional readings.

Recommended Additional Readings and Resources

- A collection of recommended resources is available on the course Blackboard site (Course Content -> Additional Resources 503).
- For additional information on effective presentations and tips, go to:
<http://seggleston.com/1/business/key-steps>
<http://go.owu.edu/~dapeople/ggpresnt.html>
<http://www.auburn.edu/~burnsma/oralpres.html>
<http://www.effectivemeetings.com/presenting/delivery/taboos.asp>
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
<http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session>
- For information on effective use of slideshow/PowerPoint presentations, go to:
<http://mason.gmu.edu/~montecin/powerpoint.html>
<http://wmich.edu/writing/readability>
<http://www.garrreynolds.com/preso-tips/design/>
http://www.ellenfinkelstein.com/powerpoint_tips.html
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>
<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
<http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf>
- Recommended books on educational presentations:
 - Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

- Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

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 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. 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)

The Council for the Accreditation of Educator Preparation (CAEP) Informal Reading Assessment assignment for EDSE 503 is a reading case study. This assignment is standard to all sections of EDSE 503. See the syllabus section below, "Other Assignments / Additional Details". The Informal Reading Assessment assignment is discussed and skills practiced in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

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

The following are assignments required in all sections of EDSE 503.

- Completion of the self-directed, programmed learning "fill in the blank" written response activities in the phonics text ("Fox book").
- Completion of the Fox book post-test.
- Completion of the final exam.
 - Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade in addition to receiving zero (0) points on the exam.

- If unforeseen circumstances prevent the professor or other GMU representatives from administering the exam on the last night of class, the allocation of points for course work will be adjusted proportionately.

See the syllabus section below, “Other Assignments / Additional Details”.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O’Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College’s Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
3. **Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience

placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. **Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Notes:

- It is highly recommended that a candidate *does not* select as the student subject a relative or child of a close friend.
- In EDSE 503-642, viewing and signing the online form are out of class assignments due by the 2nd class session.
- Forms are on the EDSE 503-642 course Bb site (Assignments → Field Experience).
- Failure to submit all field experience documentation, including verification of having watched the required video and completed surveys and logs, will result in a grade of “Incomplete”. The EDSE 503 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the final grade.

Other Assignments

All major learning assignments, including the Performance-based Assessment and Common Assignments are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any additional/expanded descriptions and assessments are considered extensions of/appendices to/part of this syllabus.

For all course assignments:

- A teacher candidate/student may not use projects, data, or material generated in and/or submitted for credit in another course or generated by another individual. Violations result in a grade of zero (0) for the assignment and also receive an evaluation of “DOES NOT MEET EXPECTATIONS” entered for the artifact in the TK20 evaluation.
- Please submit files in Microsoft Office format (e.g., Word; PowerPoint), and/or as PDF documents, and/or as JPG/JPEG or GIF or PNG files. For consideration of other formats, please contact the professor.

Major Learning Activities

- I. Attendance, Participation, and Class Session “Take Away” Reflection (8% of final grade)

To earn participation points, EDSE 503 candidates are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. At the conclusion of each face-to-face class session the professor will allocate ~5

minutes for the candidates to compose a brief but substantive “take away” statement relating something from that evening’s class to professional practice. The statement should start by noting something you learned, were struck by, wish to know more about, will keep “on your radar”, etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session.

Candidates who do not demonstrate professional dispositions in more than one instance will have 10 points deducted from their final grades.

Notes:

- Per professor judgment, use of electronics or engagement in activities or with devices not directly and appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions.
- Taking the final exam during the last class session is required and points are earned for the exam; therefore, a point is not awarded for attendance at the last class.

II. Oral Language Development Modules and Quizzes to Review Content (7% of final grade)

Oral language development modules provide knowledge about oral language skills and how they are the foundation for literacy. The candidate must complete 3 modules (1 point for completing all 3 modules). The assignment directions and requirements are posted on Bb.

In preparation for the course final exam and the Reading for Virginia Educators (RVE) Elementary and Special Educators test, candidates take six (6) quizzes. These assessments are posted on Blackboard (Assignments → RVE Practice Question Sets), will be made available as per the class schedule, taken on Blackboard, and the 1st attempt completed as per the class schedule. The goals of taking the quizzes are to review content addressed in class and through assignments and practice for the RVE. Corrective, informative feedback is built into the quizzes. Course participants receive a point for each quiz for which a score of 80% correct or greater is earned.

Note:

- Quizzes are made available the morning following the related topic team presentation.
- Each quiz may be taken multiple times in order to achieve the 80% or greater grade on a quiz.
- For course credit, all quizzes must be completed by the start of the last class session (though access is available for the “life” of the course Bb site).
- Additional information about the quizzes will be provided in class.

III. Topic Presentation (20% of final grade)

The purpose of the presentation and its activities is to assist class members in processing and applying the essential content of course readings and materials to literacy instruction.

All candidates in the course are responsible for reading the course materials according to the class schedule. Additionally, each candidate participates in a group presentation focused on

topics in the required readings. A team may be assigned content other than that presented in a course text.

The team members work as a group to develop a 90-minute presentation (though time allocation may be extended by the professor, depending on the size of the teams and on the topics). The professor will give direction to each team. To facilitate this, teams will select a person to serve as the point of contact with the professor.

The chapter presentation emphasizes:

- Key points for understanding the topic, including theoretical underpinnings, relevant terms, and how focus areas relate to other course topics;
- Characteristics of skilled/strategic learners and of unskilled/non-strategic learners (in the context of the topic);
- Instructional methods and strategies for teaching struggling readers in the area of focus; and
- Ways to monitor progress/assess student mastery.

Team members, as part of the presentation, incorporate information from additional authoritative sources (e.g., National Reading Panel report) and, as needed, materials on the course Bb site and other educational sources. Presenters also respond to additional questions and comments that arise.

The presentation includes providing a study guide on the topic (e.g., in the form of an outline, visual representations/graphic organizers of important ideas, etc.). A print out of the team's slideshow/PowerPoint (note: please do not use Prezi), if one is used, is not a substitute for the required study guide.

The team selects a member who serves as the contact person with the professor for presentation guidance, answering questions, giving feedback, etc.

All materials used in the presentation are due, posted to Bb, no later than 5:00 p.m. the day of the presentation.

All citations, as appropriate, should be noted using APA format.

See resources cited in this syllabus and on Bb for information on effective presentations, especially the guide "Tips for Conducting Professional Development Presentations" (Bb: Course Content -> Additional Resources -> Effective Presentations).

After the presentation, team members (as a group) evaluate the presentation by assigning points earned on the assessment rubric. The point allocations are reviewed, confirmed, or changed by the professor. Additionally, each team member individually reflects in writing about 3 concepts, skills, strategies, practices, etc., exploring how each was extend or enriched for that individual through participation in this project (1 paragraph per each concept that is included in the reflection). The self-assessment and reflective writing are due in the corresponding Bb drop box by 6:00 p.m. on the Sunday following the presentation.

IV. Self-Guided Completion of Fox Text and Mastery of Fox Content (10%)

EDSE 503 teacher candidates/students in all section of EDSE 503 are required to take the Fox pretest, complete the Fox text (including reviews), and take the Fox posttest.

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool to extend knowledge of phonics and structural analysis rules. Course participants must independently complete *all components* of the Fox (2014) self-instruction text outside of class according to (or in advance of) the class schedule. Class sessions include discussion and review. The pretest will be taken and scored in class. Then course candidates independently and outside of class work on the self-paced exercises in the text. For any part of the text to be considered complete, students must fill-in (i.e., *write* responses in) the blanks of all exercises as well as answer, in writing, the review questions at the end of sections. The within-text exercise completion requires students to write as they read, which reinforces the phonics knowledge and skills they are reading about. To receive any credit for this activity, the pre-test, all sections of the Fox text (Parts I through VIII) and corresponding exercises (such as reviews), and the post-test must be completed. Points are allocated based on the student's completion of text exercises and score on the posttest.

NOTE: Weekly preparedness includes bringing to class the Fox book with sections completed as per the course calendar. If the assigned sections of the Fox book have not been completed, participation points for that class session may not be awarded per discretion of the professor. Points earned based on the Fox post-test will be awarded only after the professor verifies all components of the Fox book have been completed, which is done at the time the teacher candidate takes the Fox post-test.

V. Final Exam: Reading for Virginia Educators (RVE) “Mock” Assessment (5%; up to 5 bonus points may be earned, depending on scores on the multiple-choice portion)
Course candidates in all sections of EDSE 503 are required to take the final exam during the last class session whether or not they have taken and passed the RVE. The final exam is a mock (simulated) RVE exam of 91 multiple-choice and 3 short answer essay questions (~5-8 sentence responses). The exam is similar to the RVE in format and content. It is taken during the last class session. Students usually take ~2 to 2.5 hours to complete this exam. Additional instructions will be shared in class.

Notes:

- Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade.
- The EDSE 503 final exam does not replace/count as the official RVE test.
- Bonus points will be awarded for scores of 80% mastery or higher (that is, 80 or more points earned out of 100 possible points on the exam; see course materials shared in class).

VI. CAEP Assessment Assignment: Reading Assessment Assignment (Informal Reading Case Study) (50%)

The EDSE 503 candidate implements a comprehensive sequence of tasks representing exemplary practices in reading assessment.

The full CAEP Assessment assignment guidelines, directions, support materials, and associated course assessment rubric for earning points for this assignment are posted on the course Bb site (Assignments -> CAEP Assessment Assignment: Informal Reading Case Study). The rubric used in the Tk20 evaluation process is in this syllabus in the appendix section, "Assessment Rubric(s)".

The project requires the course participant to select and work with a student subject (primary through grade 12) with a ***mild disability currently reading connected text at a minimum at the instructional level of the beginning of 2nd grade or, to the best of the candidate's knowledge, no higher than at the instructional level of grade 7.*** These parameters are set to ensure the candidate will be able to administer all components of the required assessment. **Note:** It is highly recommended that a candidate ***does not*** select as the student subject a relative or child of a close friend.

Components of the assignment include:

- Collecting and summarizing demographic and background information on the student subject, including oral language development.
- Administering, summarizing results, and analyzing implications of at least 3 informal assessments. Two of these ***must*** be the Jennings Informal Reading Assessment (JIRA) and the Developmental Spelling Assessment (DSA). The results of the JIRA and DSA are used to determine at least one additional appropriate assessment. This 3rd informal assessment then is administered, the results summarized, and implications analyzed. In most cases, an appropriate 3rd assessment focuses on written language skills. Consult with the professor if another focus area is indicated.
- Composing an assessment report that includes discussion of the above components and, based on the findings, recommendations for instruction and accommodations.

The Reading Assessment Assignment (informal reading case study) is discussed and skills practiced in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

Course Policies and Expectations

Attendance/Participation

- Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

- Teacher candidates/students, to receive attendance/participation credit for a class session, are expected to be in attendance, exhibit professional dispositions at all times, and fully participate, which includes writing a class session “take away”. (See the above section on “Other Assignments” for directions on class session “take away” reflective writing requirements.)
- Attendance includes/considers:
 - Promptness (getting to class and back from breaks on time) and
 - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session). **Note:** Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Absences:
 - Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence.
 - Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
 - All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar.
 - Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.
 - A second absence will result in the final grade dropping by 5 points.
 - Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.
 - Please do not request permission to miss a class—you must make your own decision.
 - There may be *extenuating circumstances*—those that involve a *critical* health situation (self; immediate family member) or job responsibilities of a *serious* nature. Please discuss with the professor circumstances that *truly* are extenuating as soon as possible. The professor may require confirmation from a health care provider and/or job supervisor and/or GMU academic advisor and/or the school division contact person (per the professor’s choice). If there are extenuating circumstances, you must discuss with the professor (in person or by phone) within 5 days of the related absence the impact on course mastery and assignments (including due dates and date of course completion).
- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments).

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

- Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work") and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications.
- Contributing thoughtfully and fully to class activities and discussions;
- Listening to and being respectful of the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
- Demonstrating enthusiasm for learning;
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- Facilitating group work;
- Self-assessing course work.

Late Work

An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time".
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For the course to be considered completed, the EDSE 503 CAEP Assessment – Informal Reading Case Study assignment must be submitted on time to Bb (Assessments → Tk20 EDSE Informal Reading; may have additional notation or similar notation that indicates the Tk20 assignment for EDSE 503).
- For late submissions of assignments:
 - Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed in advance to the due date and time to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. The final exam and submission of the CAEP Assessment Assignment – Informal Reading Case Study must be completed on time to avoid a grade of "Incomplete" (IN). See below for further conditions.
 - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will read but will not print out work on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.

- The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
- A candidate who verifies extenuating circumstances must make arrangements through the professor no later than 3 calendar days prior to the last day of class for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade.

Communication

- For file submissions to the professor, please put as the first word in the filename your last name (e.g., Asen Chapter 5 Reflection). If there is a cohort colleague that has the same last name, please add your first name following your last name (e.g., Asen Sheryl Chapter 5 Reflection).
- Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course. Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor may respond ONLY to your GMU email address.
- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues has the responsibility to contact the ITU Support Center directly and immediately at 703-993-8870 and support@gmu.edu. Additionally, it is your responsibility to communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 503-642).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, "This is Rocket Raccoon in 503-642."
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events).
- Candidates at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. Points will be deducted from any assignment that does not reflect appropriate communication. The number of points deducted is per professor discretion and based on the type and degree of writing issues.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- Use "person-first language" in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace

formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional Disabilities”) in oral and written communication and avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please use guidelines for language in APA Journals, including information available at: <http://www.apastyle.org/manual/related/nonhandicapping-language.aspx>.

Use of Course Participants’ Products

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared by the author identification removed) by sending an email request to the professor’s GMU email account (sasen@gmu.edu; use the subject line “Opt Out [First Last name] EDSE 503-642”; e.g., “Opt Out Sheryl Asen EDSE 503-642”). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the posting of grades for the course in which the candidate is enrolled.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

*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

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

The class schedule is provided at the end of this document in an appendix.

- The most current version of the class schedule will be kept as a separate file on Bb in the “Syllabus” folder with the version date in the file name.
- Class sessions are 4.5 hours in duration. Please plan accordingly.
- In the event FCPS closes early or schools are closed on a day on which this course meets, the face-to-face class will be canceled and make up assignments will be posted on Bb ASAP.

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 turned off 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://courseessupport.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/>.

Appendix: Assessment Rubrics

The Tk20 rubrics, which are applied to the CAEP Performance-based Assessment – Informal Reading Case Study for accreditation data collection, begin on the following page. All other course rubrics are posted on Blackboard (Assignments → EDSE 503 Course Rubrics).

EDSE 503 CAEP Assessment	1	2	3
<p>Student Background and Oral Language Development:</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits OR provides a partial description of the student's demographic and background information making it difficult to understand the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. • Candidate discusses the student's oral language development relative to typical language development. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student and directly links the educational implications of the characteristics of the learner's exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences to growth and development. • Candidate discusses the student's oral language development and present levels of performance relative to typical language development.
<p>Reading and Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate incorrectly administers and/or scores the results of the informal reading inventory OR an informal spelling assessment. • Candidate fails to select/develop, modify, and/or implement a curriculum-based assessment in an area of student weakness. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate selects/develops, modifies, and implements a curriculum-based assessment in an area of student weakness. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate develops and implements an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results relative to typical student development.
<p>Assessment Report with Recommendations</p> <p>CEC/IGC Standards 4 & 5</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate attempts to analyze the results of all informal assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data. 	<ul style="list-style-type: none"> • Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend specialized instructional strategies appropriate to the abilities and needs of the learner with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with an exceptionality to access the general curriculum and to promote positive learning results in general and special curricula. 	<ul style="list-style-type: none"> • Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. • Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and enhance the communication skills (oral and written language) of the learner with an exceptionality.

Appendix: EDSE 503-642 Class schedule

- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).
- Bring your 3 course texts to each class session. Bring DSA and JIRA materials as noted.

Class#	Topics for Class This Week	Assignments for the Next Class
Class 1 9/14/17	<ul style="list-style-type: none"> • Beliefs to Help Children Become Literate • Our Big Ideas About Literacy • Course Overview / Syllabus • Assignment Details • Course Assessments • Topics & Teams • Field experience video • Five Domains of Reading and reading models • What are the differences between speech and language? • How to access the T/TAC oral language development modules (parts 1, 2, and 3) • Preview of texts • Introduction to the Developmental Spelling Assessment (DSA) • Phonics and Word Study: Why study this? What do I currently know? Fox pre-test. 	<p>For 9/28/17 class 2:</p> <ul style="list-style-type: none"> • View the Field Experience video (Assignments → Field Experience). After viewing, sign the online form. • Complete the TTAC Oral Language Development Modules Assignment (posted on Bb). NOTE: The modules' content is repeated in some readings. Complete this assignment first. Then skim the familiar content in the texts for review. • Read in Reading Problems (RP) text Chapter 1 Overview of Reading and Reading Problems and Chapter 2 Factors Associated with Reading Problems • Read in Maximizing Effectiveness (ME) text p. 4-9, including Text Box 1.1; Text Box 1.3 (p. 12-13); Text Box 1.4 (p. 14-15) • Select your case study student using guidelines in the syllabus and discussed in class. You must identify your reading case study student, prepare introductory information, and administer the DSA by 10/5/17. • Respond to the field experience email by completing and submitting the required form. • Read the DSA directions. Some of the administration procedures and all of the scoring processes are tricky!!! Come to class knowledgeable about the DSA. Print out this guide, put it in a loose-leaf binder, and bring it to class when the schedule notes we'll be talking about the DSA. • Read through the syllabus. Become familiar with all course expectations and assignments. • Explore the course Bb site. Become familiar with where to find information and resources.
There is no class session on Thursday, September 21, 2017.		
Class 2 9/28/17	<ul style="list-style-type: none"> • Early language, meaningful differences, and oral language developmental scales • Phonological awareness • Early literacy: dialogic reading and early guided reading • Preparing for the RVE • Starting the Reading Case Study: student background – using RP text chapters 2 & 3 • Assessment Continuum • Introduction to the Developmental Spelling Assessment (DSA) 	<p>For 10/5/17 class 3:</p> <ul style="list-style-type: none"> • Read with your Reading Case Study student in mind. Note key points that apply to your student. • Read in RP text: Chapter 3 Gathering Data; Chapter 7 Early Literacy. Use your quiz to guide reading. • Read the UVA HotSheet “Effective Practices for Phonological Awareness” (on Bb) • Administer the DSA to your case study student. Make photocopies of the tests and score the photocopies. Bring the scored copies to class. • Fox Part I: General Knowledge and Concepts, p. 11–25 • Prepare a draft of phase 1 of the Reading Case Study. Bring the draft to class. We will use it!

Class#	Topics for Class This Week	Assignments for the Next Class
Class 3 10/5/17	<ul style="list-style-type: none"> •Presentation: Early literacy •Case study: phase 1 discussion and check; adding as you learn •Discussion and practice: DSA administration, scoring, and creating data tables •Introduction to the Jennings Informal Reading Assessment (JIRA) •Fox: key points and progress 	For 10/12/17 class 4: <ul style="list-style-type: none"> • Read “Developmental Word Knowledge” (on Bb) • Preview the Jennings Informal Reading Assessment. Then read in the RP text Chapter 5 Administering an Informal Reading Inventory. As you read, refer to the Jennings IRA correlated sections and use the procedures PDF document on Bb as a guide. Come to class knowledgeable about the Jennings IRA. Bring a printout of the Jennings IRA in a loose-leaf binder. • Read in RP text: Chapter 8 Improving Word Knowledge: Word Recognition; Chapter 15 only pages 388-396; Chapter 9 Improving Word Knowledge: Fluency • Fox Part 2: Single Letter Consonants, p. 29 – 69 • Fox Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91 • Take the RVE Practice Quiz – Question Set 1. • Administer, score DSA. Create data tables for results. Bring to class a copy of the DSA test documents & data tables.
Class 4 10/12/17	<ul style="list-style-type: none"> •Presentation: Improving Word Knowledge: Word Recognition •Presentation: Improving Word Knowledge: Fluency •Discussion and practice: DSA and Jennings IRA •Fox: key points and progress check 	For 10/19/17 class 5: <ul style="list-style-type: none"> • Read in the RP text Chapter 10 Vocabulary Development and Listening Comprehension • Read in the ME text Chapter 3 Teach Vocabulary • Fox Part 4: Vowels, p. 93 – 141 • Fox Part 5: Review, p. 143 – 155 • Take the RVE Practice Quiz – Question Set 2 • Administer and score the Jennings oral reading components and add information to the data table for the Jennings results. Bring to class a copy of your Jennings word recognition and oral reading test documents. Come to class prepared to discuss the results of the DSA and Jennings.
Class 5 10/19/17	<ul style="list-style-type: none"> •Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension •Jennings; oral passage scoring; administering the silent passages; retell, listening comprehension •Discussion of reading case study phases 2 and 3; describing the DSA and Jennings in the case study report; report tables •Fox: key points and progress check 	For 10/26/17 class 6: <ul style="list-style-type: none"> • Read in the ME text: Chapter 2 Basic Reading Skills; Chapter 7 Reading Strategically • Read in the ME text Chapter 4 Teach to Activate Students’ Prior Knowledge and Help Them Make Connections • Read in the RP text Chapter 11 Comprehension of Narrative Text • Fox Part 6: Onset-Rime, p. 157 – 165 • Fox Part 7: Syllable and Accent Patterns, p. 167 – 192 • Take the RVE Practice Quiz – Question Set 3 • Work on your draft of the case study phase 3 for the DSA and Jennings.

Class#	Topics for Class This Week	Assignments for the Next Class
Class 6 10/26/17	<ul style="list-style-type: none"> •Presentation: Reading Strategically; Comprehension of Narrative Text; Activating Prior Knowledge/Making Connections •Miscue analysis •Case Study check, phases 2 & 3 for DSA and JIRA •Options for 3rd assessment •Writing sample and scoring rubrics •Phase 4: instructional recommendations •Fox: key points and progress check 	<p>For 11/2/17 class 7:</p> <ul style="list-style-type: none"> •Read in RP text Chapter 12 Comprehension of Informational Text •Read in ME text Chapter 5 Ask and Answer Questions, Chapter 6 Recognize Text Structures •Read in RP text Chapter 13 Integrating Reading and Writing •Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words •Take the RVE Practice Quiz – Question Set 4 •Administer the 3rd assessment. •Work on your draft of case study phase 3.
Class 7 11/2/17	<ul style="list-style-type: none"> •Presentation: Comprehension of Informational Text; Ask and Answer Questions; Recognizing Text structures •Presentation: Integrating Reading and Writing •Fox: preparing for the posttest 	<p>For 11/9/17 class 8:</p> <ul style="list-style-type: none"> •Read in RP text Chapter 14 Literacy Instruction for Diverse Populations •Read in ME text Chapter 8 Motivation and the Struggling Reader •Study for Fox post-test •Take the RVE Practice Quiz – Question Sets 5 and 6 •Work on your draft of the case study phase 4 •Bring to class all components of the reading case study you have to date.
Class 8 11/9/17	<ul style="list-style-type: none"> •Best Practices for Instruction and Instructional Enhancements •Resources for reluctant and struggling readers •Case study: summary, recommendations, final revisions, etc. •“Mock” RVE practice – open response questions •Fox post-test and self-check 	<p>For 11/16/17 class 9:</p> <ul style="list-style-type: none"> •Study for final exam •Bring to class a printed copy of the final version of the full case study (all 4 phases in one document with appendices) •By the start of class 9 (5:00 p.m. on 11/16/17) the reading case study must be posted to two (2) Bb drop boxes: <ul style="list-style-type: none"> ○ Tk20 (under the Assessment folder) ○ Reading Assessment Assignment (under the Assignments folder) •Bring to class to share a short reading selection (a quote or poem or short passage) that is personally meaningful. •Respond to and submit the field experience survey.
Class 9 11/16/17	<ul style="list-style-type: none"> •Parting thoughts •Course evaluation •Required Final Exam: “Mock” RVE •Course checkout 	<p>WAHOO! YEA YOU!</p>