



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

Spring 2019

EDSE 503: Language Development and Reading

Section: B01 CRN: 40054

Section: 6V1 CRN: 42571

3 – Credits

|   |  |
|---|--|
| <b>Instructor:</b> Dr. Meghan Betz                                | <b>Meeting Dates:</b> 6/3/2019 – 7/27/2019 |
| <b>Phone:</b> (571) 814-0557                                      | <b>Meeting Day(s):</b> MW                  |
| <b>E-Mail:</b> <a href="mailto:mbetz1@gmu.edu">mbetz1@gmu.edu</a> | <b>Meeting Time(s):</b> 7:20 pm – 10 pm    |
| <b>Office Hours:</b> By appointment                               | <b>Meeting Location:</b> Fairfax, KH 17    |
| <b>Office Location:</b> Virtual                                   | <b>Other Phone:</b> N/A                    |

**\*\*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):** EDSE 401 and EDSE 440

**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. Limited to three attempts.

**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**

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for

young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. Mason students can work as instructors, resident advisors and mentors in the LIFE 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. Electronic supplements and activities via Blackboard

### **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.

### **Professional Standards**

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, Sheri & Barber, A.T. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1<sup>st</sup> Ed.). Brookes Publishing. ISBN-13: 978-1-59857-306-0

Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading* (11<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-283809-2 (New, print workbook only)

Jennings, Caldwell, & Lerner (2014). *Reading Problems: Assessment and Teaching Strategies* (7<sup>th</sup> Ed.). Pearson. ISBN-13: 978-0-13-283780-4 (ISBN is for print version only)

### **Recommended Textbooks**

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

### **Additional Readings**

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 403, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. 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)**

- **Informal Reading Assessment Administration & Educational Assessment Report**

- The Informal Reading Report is the performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. Specific directions and rubric will be available on Blackboard.

#### **College Wide Common Assessment (TK20 submission required)**

*None*

#### **Performance-based Common Assignments (No Tk20 submission required)**

- **Self-paced completion of Fox Phonics workbook**

- In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself.
- Plan to turn in the Fox text at the beginning of the class session on the due date (you will receive the book back at the end of class). Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

- **503 Final Exam**

- The final exam will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at:  
<http://www.ets.org/s/praxis/pdf/5306.pdf>

### **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.

## Other Assignments

- **Mid-Term Exam**
  - The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.
- **Reading Fluency/Miscue Module**
  - You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.
- **Spelling Module**
  - You will complete an online module that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.
- **Infographic**
  - For this assignment, you will create an infographic. Exemplars and a rubric will be provided on Blackboard. You may choose another format if you prefer (e.g., essay, blog, Powerpoint, etc.) You will identify the 5 major components of effective reading instruction, identify examples of difficulty in each area, and two ideas to target those needs.
- **Poster Presentation & Handout**
  - **Graduate students only** will choose an evidenced-based teaching method to review and present in class. The teaching method should be selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). Your teaching method must be approved by the instructor. A rubric will be posted on Blackboard.

## Course Policies and Expectations

### **Attendance/Participation**

Students are expected to arrive on time, stay for the duration of class, and participate in our discussions and activities. You can only earn your participation points if you are present and participating! Missing 2 classes will result in a reduction of half a letter grade from your final grade. Missing 3 classes will result in a full letter grade deduction from your final grade. More than 3 absences will

result in no credit for this class.

If an emergency arises and a student misses class, it is the student's responsibility to contact the instructor and turn in any assignments due before midnight that same day. Please make arrangements with a classmate to collect any handouts and to follow up with about what you missed in class.

### **Late Work**

For each day an assignment is late, 5% will be deducted. Assignments will not be accepted if they are more than 3 days late.

### **Other Requirements**

Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. ALL communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

**I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about assignments.**

**Emails may be informal but should always be professional.**

**You may send a text if there is an *emergency* or something *urgent* (e.g., you are going to be late/you are sick). Please call or email with any questions about assignments.**

### **Grading Scale**

|             |             |                   |
|-------------|-------------|-------------------|
| A = 93-100% | B= 83-84    | F = 69% and below |
| A- = 90-92% | B- = 80-82% |                   |
| B+= 85-89   | C= 70-79%   |                   |

|  |           |
|--|-----------|
| ATTENDANCE & PARTICIPATION                                     | /10       |
| FOX WORKBOOK   | /10       |
| READING CASE STUDY   | /35       |
| <small>(5 POINTS OF CASE STUDY GRADE IS OUTLINE/DRAFT)</small> |           |
| INFOGRAPHIC  | /20       |
| FLUENCY MODULE   | /5        |
| SPELLING MODULE  | /5        |
| POSTER & HANDOUT   | /5        |
| MID-TERM EXAM  | /5        |
| <u>FINAL EXAM</u>  | <u>/5</u> |
| TOTAL  | /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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### Class Schedule

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

| Class # | Date   | Topics  | Read for Today/Due Today   |
|---------|--|---|--|
| 1       | June 3/Monday                                      | Introduction to Class<br><br>Oral Language Development                    | Berkeley: Chapter 1<br><br>Jennings: Chapter 2   |
| 2       | June 5/Wednesday                                   | Populations at Risk<br><br>Introduction to Systematic Reading Instruction | Berkeley: Chapter 2<br><br>Jennings: Chapter 2<br><br>Putting Reading First (posted on Blackboard) |
| 3       | June 10/Monday                                     | Early Literacy<br>Phonics<br>Early Decoding<br>Advanced Word Reading      | Jennings: Chapter 8<br><br>Listen to Reading<br>Rockets Podcasts                                   |
| 4       | June 12/Wednesday<br>NO MEETING/<br>ONLINE SESSION | Virtual Class:<br>IRI Introduction and Walkthrough                        | Jennings: Chapters 3, 4, 5, 7  |



|    |  |   |  |
|----|--|---|--|
|    |  |   | <b>DUE: FIELD EXPERIENCE FORM POSTED TO BLACKBOARD</b>   |
| 5  | June 17/Monday                                     | Reading Fluency<br>Create IRI Materials (during class)<br>Practice IRI administration | Jennings: Chapter 9  |
| 6  | June 19/Wednesday                                  | Spelling<br>Writing   | Jennings: Chapters 13 and 14   |
| 7  | June 24/Monday                                     | Vocabulary  | Berkeley: Chapter 3<br>Jennings: Chapter 10  |
| 8  | June 26/Wednesday                                  | Comprehension   | Jennings: Chapters 11 and 12<br>Berkeley: 4, 5,6,7,<br><b>READING FLUENCY AND SPELLING MODULES DUE ON BLACKBOARD</b> |
| 9  | July 1/Monday                                      | Motivation<br>Mid Term Review   | Berkeley: Chapter 8  |
| 10 | July 3/Wednesday                                   | MIDTERM EXAM<br>Assessment Q & A  | <b>MIDTERM EXAM</b><br><b>FOX BOOK DUE</b>   |
| 11 | July 8/Monday                                      | Writing a Report  | (Be working on your IRI report/Bring at least 2 write up questions to class)   |
| 12 | July 10/Wednesday<br>NO MEETING/<br>ONLINE SESSION | Reading for Students of Cultural and Linguistic Diversity                             | <b>IRI OUTLINES/ DRAFTS DUE ON BLACKBOARD</b>  |
| 13 | July 15/Monday                                     | In Class Case Studies: Matching Assessment to Instruction                             | <b>INFOGRAPHICS DUE ON BLACKBOARD</b>  |
| 14 | July 17/Wednesday                                  | POSTER SESSION  |  |
| 15 | July 22  | FINAL EXAM REVIEW   | IRI REPORT DUE ON BLACKBOARD   |
|    | July 24  | FINAL EXAM  |  |

## **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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### **Appendix**

#### **Assessment Rubric(s)**

CAEP Rubric below. The rubric for the course grade will be posted on Blackboard.

|  | <b>Does Not Meet Expectations</b><br><b>1</b>  | <b>Meets Expectations</b><br><b>2</b>  | <b>Exceeds Expectations</b><br><b>3</b>   |
|--|--|--|---|
| <p>Student Background &amp; Oral Language Development:</p> <p><b>CEC/IGC Standard 1</b></p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> | <p>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student’s present level of performance relevant to literacy instruction, and/or</li> <li>• the potential impact of the target student’s language proficiency on reading and writing development</li> </ul> | <p>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student’s present level of performance relevant to literacy instruction, and</li> <li>• the potential impact of the target student’s language proficiency on reading and writing development</li> </ul> | <p>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student’s present level of performance relevant to literacy instruction, and</li> <li>• the relationship between the target student’s language proficiency and typical language development, and</li> <li>• the potential impact of the target student’s language proficiency on reading and writing development</li> </ul> |
| <p>Reading &amp; Writing Development:</p> <p><b>CEC/IGC Standard 4</b></p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>   | <ul style="list-style-type: none"> <li>• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted.</li> <li>• Candidate fails to identify an appropriate area</li> </ul>  | <ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present.</li> <li>• Candidate appropriately identifies an area of literacy</li> </ul>   | <ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.</li> <li>• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate</li> </ul>   |

|  | <b>Does Not Meet Expectations<br/>1</b>   | <b>Meets Expectations<br/>2</b>   | <b>Exceeds Expectations<br/>3</b>   |
|--|---|---|---|
|  | of literacy development where additional assessment may be needed to further understand an area of weakness.  | development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.                      | curriculum based assessment to assess this area.  |
| <p>Reading &amp; Writing Development:</p> <p><b>CEC/IGC Standard 4</b></p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p> | <ul style="list-style-type: none"> <li>• Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.</li> </ul> |
| <p>Instructional Recommendations:</p> <p><b>CEC/IGC Standard 5</b></p> <p>Beginning special education professionals</p>  | <p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> <li>• not connected to the assessment results, and/or</li> </ul>   | <p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results</li> </ul>   | <p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results for the target student, and may also consider student interests,</li> </ul>  |

|  | <b>Does Not Meet Expectations<br/>1</b>   | <b>Meets Expectations<br/>2</b>   | <b>Exceeds Expectations<br/>3</b>   |
|--|---|---|---|
| select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | <ul style="list-style-type: none"> <li>• that are not evidence based for students with exceptionalities.</li> </ul> | <p>for the target student, and</p> <ul style="list-style-type: none"> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.</li> </ul> | <p>learning environments, and/or cultural and linguistic factors, and</p> <ul style="list-style-type: none"> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and</li> <li>• makes a clear connection between the assessment results and the recommended practices</li> </ul> |