

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

**EDSE 503/403, S52: Language Development and Reading
Fall 2004**

7:20-10:00/Tuesday, Fairfax High School

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites: None

B. Provides in-depth coverage of reading instruction for students with special needs.

Topics include language development and emergent literacy skills, reading sub skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading.

NATURE OF COURSE DELIVERY:

Learning activities include the following:

- Class lecture, discussion, and participation (including in-class assignments).
- Videotape and other relevant media presentations.
- Study and independent library research.
- Application activities involving use and evaluation of relevant curriculum materials.
- Class presentations.
- Written research paper or strategy implementation project.

STUDENT OUTCOMES:

This course is designed to enable students to:

- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders, cultural differences, and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.

- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning and emotional disabilities.

PROFESSIONAL STANDARDS:

This course is part of the George Mason University, Graduate School of Education, special education program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies**Skills:**

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 6 - Language**Knowledge:**

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and the use of language and the ways in which these can differ from other cultures and their uses of language.
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

REQUIRED TEXTS:

Polloway, E. A., Miller, L. & Smith, T. E. C. (2004). *Language instruction for students with disabilities* (3rd ed.). Denver: Love.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. (Selected excerpts may be accessed via the Internet or will be provided.)

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**A. Requirements****RESPONSE SETS (30 points):**

Five response sets will cover specific aspects of the nature, function, and rules of language, as well as development and deviations in these areas and the application to best practice reading instruction. Responses should be succinct and presented in well-written, proofread answers of one to three typed, double-spaced pages.

Response set assignments will vary in nature and structure, including required items or possible choice of options. A total of **6 points** per response set can be earned. Due dates for these should be observed as noted on the schedule in the syllabus.

RESEARCH INVESTIGATION**Article Review (8 points)****Individual Research Project, Option 1 or 2 (40 points)****Focus Group Presentation (10 points)**

Article Review—Choose a research article from a professional journal (e.g., *Journal of Special Education*) describing either an intervention to improve some aspect of oral or written language (phonemic awareness, reading comprehension, written expression, etc.), instructional strategy, or the efficacy of a specialized reading program. Summarize the article following the sample and rubric provided (1 page single-spaced). The article you select will provide the topic and framework for your individual research project. (See class schedule in the syllabus for the due date.)

Individual Research Project— [Rubrics will be provided for specific expectations]

Option 1: Research information related to an intervention, strategy, or specialized reading program that you/members your focus group have chosen. Write a paper describing these interventions involving students with learning or emotional disabilities with a focus on application in the classroom setting. The paper must include six references, at least two of which must provide original empirical data. The paper should include Introduction, Description of Studies [may be in a table format], Additional Information (from non-empirical sources), Synthesis of Common Themes or Observations, Conclusions, Implications for your practice. Additional information may be drawn from interviews with teachers who use or have used the strategy/program, surveys, books, etc. The paper should be 5-8 pages in length.

Option 2: Choose a research article from a professional journal (e.g., *Journal of Special Education*) describing an intervention on some aspect of language/literacy, such as phonemic awareness, reading comprehension strategies, or written expression. Summarize the article (Article Review assignment) and include additional background or supporting information from other sources. Implement this intervention in your classroom and describe the results with the same components as the empirical article review, although you do not need to exactly replicate the conditions in the article. This would include a description of the *participants* (students), *method* (including materials and procedures), and *results* (e.g., pre-post testing, student opinion survey, etc.). The application paper should be 5-8 pages in length.

Research Presentation—Present the research about the intervention or specialized reading program in a succinct 10-minute presentation. The findings should be presented with a focus on application to provide members of the class the information they would need to implement something similar in their classrooms. Prepare at least a one-page handout (25 copies). Evaluation will be based on clarity of content, organization, use of overheads/slides and presentation style.

Possible topics: Interventions might focus on reciprocal teaching, phonics instruction, paired reading, mnemonics, fluency, spelling strategies, and graphic organizers for comprehension, etc. Choices for specialized reading programs might include Wilson Reading System, Language!, Read 180, Phono-Graphix, etc. Other topics are acceptable once approved. Try to select something that is meaningful to you and your students.

Inform me of your topic (or ask for suggestions) before you begin. Employ APA format (see APA Publication Manual) for title page, references, and subheadings (no abstract is required). The following links, <http://www.vanguard.edu/emplibary/files/psychapa.doc> <http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html> lead to sites with information about APA format and guidelines. The link <http://library.gmu.edu> takes you to information for data searches through GMU. The FCPS **Education Library** is located in the Sprague Center, formerly known as Chapel Square, in Annandale, VA: <http://www.fcps.edu/maps/chplsqr.htm> At this library, FCPS staff can receive

assistance with data searches and printing copies of articles. For more information, visit <http://www.fcps.edu/DIT/CPS/EducationLibrary/> or call (703-503-7420)

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and the CEC performance based standards.

B. Performance-Based Assessments

Rubrics outlining specific expectations for each assignment will be provided in class.

C. Criteria for evaluation

1. In-class participation activities **(12 points, no make-ups)**
2. Reading Responses 1-5 **(30 points)**
3. Article review for research project **(8 points)**
4. Individual Research Project **(40 points)**
5. Research Presentation **(10 points)**

Total points = 100

D. Grading Scale

A = 95 -100	C = 70 - 79
A- = 90 - 94	D = 60 - 69
B = 85 - 89	
B- = 80 - 84	F = < 60

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

CLASS SCHEDULE

Class/ Date	Topics/Learning Experiences <i>Assessment, instructional implications of language differences and disabilities (including accommodations and technology), and age/ affective issues are integrated throughout.</i>	Reading/Assignment Due*
Class 1 8/31	SYLLABUS & Course Expectations Survey: What do you already know about language and reading? Introduction: Historical background and models of language; building blocks of language	Polloway et al., Chapter 1 Before the next class, visit http://www.vra.nesinc.com/ & review the VRA Blueprint
Class 2 9/7	Language Development and Differences ~Working collaboratively with a speech and language pathologist Video: Mel Levine's <i>Language</i>	Polloway et al., Chapters 2,3 Response #1
Class 3 9/14	Developmental Stages of Reading; The Reading Wars ~Overview of the NRP findings Federal & State Initiatives: Reading First, No Child Left Behind; SOLs & testing Discuss research project topics	Polloway et al., Chapter 7 National Reading Panel (NRP) Introduction and Minority View *Response 2*
Class 4 9/21	Language Assessment and Instruction for Preschool Children Foundations of Reading: Emergent Literacy Concepts of print; Alphabet; Basic Phonetic Principal; Invented spelling	Polloway et al., Chapters 4, 8 *Response 3*
Class 5 9/28	Basic Reading/Spelling Skills 1 Phonological and Phonemic Awareness; Introduction to Phonics; Sight Words Handwriting	Polloway et al., Chapter 9 NRP
Class 6 10/5	Basic Reading/Spelling Skills 2 More Phonics; Fluency; Structural Analysis 1	Polloway et al., Chapter 10 Article Review
10/12	No Class (Observation of Columbus Day)	☺
Class 7 10/19	Language Assessment and Instruction for School-Age Children; Reading Comprehension: Vocabulary - Context Clues, Spelling Connection; Content Schemata; Text Grammar	Polloway et al., Chapter 5 NRP Response #4
Class 8	Language Assessment and Instruction for	Polloway et al.,

10/26	Adolescents; Word Analysis Skills - Syllabication and More Structural Analysis; Reading Comprehension - Extending Vocabulary Knowledge; Developing Metacognitive Awareness	Chapters 6, 12
Class 9 11/2	Video: Mel Levine's <i>Mastering the Challenge of Reading</i> Content Area Reading - Language Demands, Strategies, and Accommodations; Assistive Technology	*Response 5*
Class 10 11/9	Written Expression: Characteristics of writing difficulties; assessment; instructional strategies	Polloway et al., Chapter 11
Class 11 11/16	Putting It All Together Group activity: Case studies	*Individual Research Project*
Class 12 11/23	Independent assignment: preparation for group presentation	☺
Class 13 11/30		**Presentations**
Class 14 12/7		**Presentations**

NOTE:

This syllabus may change according to class needs and unscheduled events. If you have emergency medical information to share with the instructor, please call or make an appointment as soon as possible.

ASSESSMENT RUBRIC(S)

COURSE
Assignment rubric

Name: _____

Date: _____

	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE

CRITERIA					

Comments: