TENTATIVE Departmental Syllabus
Winter 2012-13 5-week Combo Course

EDU 464
Teaching Individuals with Learning Disabilities

2012-13 Theme: “Let us move on to maturity”. Hebrews 6:1


Instructor: Brenda Thomas, Ph.D., Assistant Professor, LRS Room 105
Office: 601-318-6605 Fax: 601-318-6620
Cell: 601-606-6295
Email: bthomas@wmcarey.edu

Appointments: Available on Tuesday/Thursday for office hours 9:00 a.m. – 2:00 p.m. Also available before or after class by appointment.

Location: LRS building, 5:55 p.m. to 9:46 p.m. Tuesday night

Catalog Description: (3 hours). This course addresses basic assessment procedures, selection and utilization of instructional methods, materials and individualized programming for individuals with specific learning disabilities.

Course Description: This course investigates programming options for students K-12 with learning disabilities. Alternative teaching models such as team teaching, collaboration, and teacher consulting will be researched in conjunction with inclusion as well as the traditional options of resource room and self-contained strategies. Students’ cultural and ethnical diversity will be discussed as various teaching/learning/styles are examined and appropriated to facilitate success in a learning environment. This course will present a thorough foundation in methodology as students review a variety of teaching strategies and techniques available to the classroom teacher. Finally, an examination of materials will allow teachers to critique and evaluate for quality, appropriateness, durability, and cost.

STUDENT LEARNING OUTCOMES:

TITLE OF COURSE: EDU 464Teaching Individuals with Learning Disabilities

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>IRA</th>
<th>INTASC</th>
<th>ACEI</th>
<th>WCU CF</th>
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</thead>
<tbody>
<tr>
<td>1. Expound upon and evaluate the various program options for students with learning disabilities.</td>
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<td></td>
<td>1</td>
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<td>1, 2, 3, 4, 5, 6</td>
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<td>2. Discuss learning and behavioral characteristics of students with</td>
<td>1, 2</td>
<td>1, 2</td>
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<td>1, 2, 4</td>
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<td>3.</td>
<td>Identify assessment strategies to determine what to teach and how to teach.</td>
<td>1, 2, 3, 8</td>
<td>8</td>
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<td>4.</td>
<td>Develop plans for monitoring, maintaining, and assessing academic progress of students with learning disabilities.</td>
<td>1, 2, 7, 8</td>
<td>4, 8</td>
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<td>5.</td>
<td>Collaborate with class members to develop a resource file of materials for students and teachers.</td>
<td>1, 4, 7</td>
<td>3, 4</td>
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<tr>
<td>6.</td>
<td>Develop strategies/methods to assess and teach the content areas of reading, math, language arts, and written expression.</td>
<td>1, 4, 5, 6, 7</td>
<td>3, 4, 7</td>
<td></td>
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<td>7.</td>
<td>Implement methods to motivate, remediate, and teach students with learning disabilities.</td>
<td>4, 5, 6, 7, 8</td>
<td>3, 4, 7</td>
<td></td>
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<tr>
<td>8.</td>
<td>Improve ability to prepare, present, respond, process, and critique appropriate teacher questions.</td>
<td>1, 2, 3, 4, 5</td>
<td>6</td>
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<td>9.</td>
<td>Increase knowledge of current theories, research and practices in written language, reading, and math instruction.</td>
<td>1, 2, 9, 10</td>
<td>1</td>
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</table>
**PERFORMANCE ASSESSMENTS:**

**Title of Course: EDU 464 Teaching Students with Learning Disabilities**

<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CEC</th>
<th>IRA</th>
<th>INTASC</th>
<th>ACEI</th>
<th>WCU</th>
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<tbody>
<tr>
<td><strong>Instructional Unit:</strong> Design a 3-day unit of instruction, covering all major subject areas; include enrichment and remediation activities, differentiated instruction, accommodations/modifications, resources, teacher-made material, goals/objectives aligned with state framework, handouts, materials, assessment tools, and procedures; follow template and rubric provided in D2L.</td>
<td>1, 2, 3, 4</td>
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<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Field Experience:</strong> Complete a 12-hour field experience in an inclusion classroom; complete a summary of activities and observation following the template and rubric provided on D2L; include curriculum, behavioral strategies, teaching strategies, lesson plans, procedures, and assessment.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td><strong>Journal Article Critique:</strong> Select an article from a professional journal covering a topic from the text on specific learning disability. Complete a two-page summary of the article, including teaching implications and personal reflection; see rubric in D2L.</td>
<td>1, 2, 3</td>
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<td></td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Final Exam:</strong> Complete a comprehensive examination, covering all aspects of the course, including research, technology, instruction, assessment, and history.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1, 2, 3, 4, 5, 6</td>
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Course Requirements:
I. Chapter assignments (online in dropbox), chap 1-8, 20 pts each, total 160 pts.
II. Field Experience (see details below), submit summary in dropbox, 45 pts.
III. Instructional Unit (3-day lesson plans), see dropbox for template and rubric, 30 pts.
IV. One professional journal article review, place summary, teaching implications, & reflection in dropbox, 20 pts.
V. Final Exam (online, found in dropbox), 80 pts.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>100 - 93%</td>
<td>A</td>
<td>311 - 335 pt</td>
</tr>
<tr>
<td>85 - 92%</td>
<td>B</td>
<td>284 – 310</td>
</tr>
<tr>
<td>77 - 84%</td>
<td>C</td>
<td>257 – 283</td>
</tr>
<tr>
<td>76 - 69%</td>
<td>D</td>
<td>231 - 256</td>
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<tr>
<td>68% and below</td>
<td>F</td>
<td>230 &amp; below</td>
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</table>

Field Experience Details: This course will be enhanced with a Field Experience which is a major component of course requirements for this class. **Twelve (12) contact hours** with a child(ren) with a learning disability (preferably inclusion) are required. It may NOT be completed with family members, relatives, or students currently in your classroom. The field experience portfolio should include: (45 pts)

1. Summary of:
   a. Curriculum (from MS benchmarks)
   b. Activities
   c. Strategies/methods used
   d. Type of disabilities observed
   e. Describe how behavior/discipline is handled by the teacher
2. Accommodations, modifications, and differentiated instruction observed
3. Personal Reflection
4. Field Experience Form Signed by Supervising/Cooperating Teacher
5. Confidentiality Form signed by student (you)

Journal Article Critique Details:
Select one journal article from professional journals on teaching students with learning disabilities. Articles must be current within the past 5 years and must represent research conducted in USA (no foreign journals). Compose a two- page document, that includes (1) a brief summary of the article, (2) teaching implications, and (3) personal reflection; double-
spaced, 12 inch font, APA style. Use a cover page and include the APA styled article citation at
the beginning of your summary. Submit to D2L dropbox. (20 pts)

**Attendance Regulations:**
Students are expected to be in attendance in all classes. Two absences will result in a grade no
higher than a “B” in the course. Coming 30” late or leaving 30” early is considered an absence.
There are no excused or unexcused absences; all absences count!

**Academic Honesty:**

*All work must be the exclusive work of individual students, unless work is done in
conjunction with a group project.* A student must always submit work that represents his or her
original words or ideas. If any words or ideas are used that do not represent the student’s
original words or ideas, the student must cite all relevant sources. A student should also make
clear to what extent such sources were used. Failure to do so is plagiarism. The Publications
Manual of the APA (6th ed.) is the guide for formatting of citations and references.

**Plagiarism**
The following information is very important and should be read thoroughly as you will be held
accountable for the content.
Plagiarism is defined as: “…using another’s work without giving credit. You must put other’s words
in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas
are paraphrased in your own words…using words, ideas, computer code [or any type of internet information] or
any work by someone else without giving proper credit is plagiarism. Any
time you use information from a source, you must cite it.”

Avoiding plagiarism: Mastering the art of scholarship. Retrieved from
The examples listed below were taken verbatim from the following website:
http://www.indiana.edu/~wts/wts/plagiarism.html

**MAKE-UP EXAMS, LATE WORK, AND EXTRA CREDIT:** Make-up exams will not be
given unless CLEARED PREVIOUSLY by the instructor. In such cases, the student must take
the exam per arrangements with the instructor. Failure to contact the instructor immediately
could result in a “0” for the test.

**Assignments are due on the assigned date.** It is the student’s responsibility to submit
assignments on time. If an emergency arises, it is the student’s responsibility to contact the
instructor immediately; email is the most effective and immediate form of contact. No work for
extra credit will be allowed for any reason. Points will automatically be deducted from
assignments turned in after due date! No assignment will be accepted after one week past
the due date.

Work will be expected to reflect professional competencies and will be graded on content,
spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **ALL assignments are to be typed and submitted with a cover page unless other directions are given by the instructor.**

**Quizzes and Exams**
Examinations are given during the last week of each trimester. No final examination may be held at any other time than that designated by the administration.

All quizzes must be taken by the due date. No make ups will be given for any quiz.

**There is no make-up work or credit given for non-participation in interactive D2L assignments or in-class activities.**

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**Student Accommodations**

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact William Carey University’s Office of Student Support.

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**CATASTROPHIC EVENT PLAN**

In the case of a catastrophic event, the following procedures will be maintained:

In the case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments.

Follow all assignments in the syllabus and send them via D2L or email to your Professor (or by fax if internet not available due to the catastrophe).

In case of a closed campus with no internet access, follow all syllabus’ directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.
EDU464  Winter 2012-13 Five-week Combo Course

**All assignments due by 11:00 p.m. on due date !!!

NOTE: This is a five-week combo course; requires face-to-face meeting only on Jan 15 !!!
The remaining course contents will be covered online.

TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Jan 15(class meets)</td>
<td>Overview of course, syllabus and assignments</td>
<td>Obtain textbook</td>
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<tr>
<td>Jan 22(no class)</td>
<td>Chap 1-2</td>
<td>Chap 1-2 Assg</td>
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<tr>
<td>Jan 29(no class)</td>
<td>Chap 3-4</td>
<td>Chap 3-4 Assg</td>
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<td></td>
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<td>Journal Article Due</td>
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<tr>
<td>Feb 5(no class)</td>
<td>Chap 5-6</td>
<td>Chap 5-6 Assg</td>
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<td>3-day Instr Unit Due</td>
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<tr>
<td>Feb 12(no class)</td>
<td>Chap 7-8</td>
<td>Chap 7-8 Assg</td>
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<td>Field Experience Due</td>
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<tr>
<td>Feb 14-15</td>
<td>Final Exam</td>
<td>Online on D2L</td>
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