SPED 3761: Mild Disabilities: Methods for Literature and Social Studies

Semester Hours 3
Semester/Year Spring 2015
Time/Location This class will meet face to face on Mondays from 3:30-4:50 in EC 227
This class will meet online on Wednesdays (asynchronously)
Instructor Dr. Sandra Hess Robbins
Office Location Education Annex 226
Office Hours Monday 10:00-2:00
Tuesday 12:00-4:00
Thursday 11:00-1:00 (online)
Additional face to face and online times available by appointment
Telephone Direct Line: 678-839-6164
Office Line: 678-839-6559
E-mail srobbins@westga.edu
Online Support D2L Home Page
https://westga.view.usg.edu/
D2L UWG Online help
http://uwgonline.westga.edu/students.php
D2L 24 hour Help
https://d2lhelp.view.usg.edu/
UWG Distance Learning
http://uwgonline.westga.edu/
Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430
Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459
Ingram Library Services
http://www.westga.edu/library/
University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education

This course entails the study and application of curriculum, methods, classroom organization, and management for students with specific learning disabilities and those with emotional behavioral disorders in literacy reading, writing, and social studies.

COE Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instructional approaches used for this class include the use of various technologies for lecture, demonstration, discussion, reading, identification and examination of resources, small group activities, candidate presentations (with appropriate technology), and participation in various classroom activities (both face-to-face and on-line).

This course will be delivered approximately 50% online. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>300 minutes</td>
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<tr>
<td>Activities</td>
<td>450 minutes</td>
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<tr>
<td>Discussions</td>
<td>375 minutes</td>
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</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:
1. demonstrate knowledge of learning strategies and teaching strategies that apply to enhancing thinking, listening, vocabulary development, reading, writing, and social studies (Bos & Vaughn, 2006; Flexer, Simmons, Luft, & Baer, 2005; Henley, Ramsey, & Algozzine, 2002; Olson & Platt, 2004; Schloss, Schloss, & Schloss, 2007; Smith, Polloway, Patton, & Dowdy, 2006)  
   (Standards: CEC* 2, 3, 5)

2. identify ways to adapt the general curriculum for students in PK-12 (Bos & Vaughn, 2006; Gallagher, 2000; Henley et al., 2002; Olson & Plat, 2004; Schloss et al., 2007)  
   (Standards: CEC 3, 4, 5)

3. demonstrate knowledge of social skills curricula and the impact of social skill deficits on life success for students with disabilities (Brolin, 2004; Flexer et al., 2005; Gallagher, 2000; Kerr & Nelson, 2006; Sitlington & Clark, 2006; Turnbull et al., 2006)  
   (Conceptual Framework Descriptor: Knowledgeable)  
   (Standards: CEC, 1, 2, 5, 6)

4. select, evaluate, and adapt instructional materials and techniques to meet the specific needs of individual students based on assessment results; develop supplementary curriculum materials to meet individual needs, and plan for continuous evaluation (Polloway, Patton, Serna, & Bailey, 2013)  
   (Standards: CEC 1-5)

5. demonstrate knowledge of instructional strategies, curriculum, and materials including differentiation of instruction and content enhancement strategies in the areas of listening, oral language, written language, basic reading skills, reading comprehension, and social studies (Polloway, Patton, Serna, & Bailey, 2013)  
   (Standards: CEC 1-5)

6. identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process. (Heide & Henderson, 1994)  
   (Standards: CEC 1, 5)

*CEC refers to the seven standards of the Council for Exceptional Children.

TEXT, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

Required Text

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).

If you have purchased a subscription previously, DO NOT re-subscribe.


For assistance, email tk20@westga.edu.

**References**


**ASSIGNMENTS, EVALUATION PROCEDURES, and GRADING**
Activities, Assignments, and Assessments

1. **In Class/On-line Activities** - A variety of specific activities designed to reinforce class content or provide a better context for class content will be implemented throughout the semester. In class products on-line activities and assignments will be collected and evaluated by the instructor on a regular basis. (Objectives: 1-11, instructor rubric, graded assignments, observation)

2. **Internet Curriculum Project**: Students will identify internet sites related to the areas of reading, writing, language arts, and social studies curriculum areas that are reflective of the general education curriculum for students who are eligible for services in special education under one of the mild disability categories. More information will be provided in class and through CourseDen. (Objectives: 1, 3, 5; knowledge, skills; instructor checklist)

3. **Strategies Manual**: Students will create a manual containing strategies gathered from outside sources (e.g. journals, internet sites, cooperating teacher), and/or written by the student. The manual will include strategies for each of the following areas: reading, written language, and social studies. More information will be provided in class and through CourseDen. (Objectives 1, 2, 3, 5; instructor checklist)

4. **Lesson Plan**: Students will develop a lesson plan to use during their practicum assignment this semester. Students will use the required lesson plan format for this assignment. The lesson plan must be related to the content area of literacy or social studies. If the student’s practicum setting is only in a math class they may develop a lesson around content vocabulary related to math. (Objectives 1, 2, knowledge, skills; instructor rubric)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or practiced in class and/or provided in written guidelines.

Points allocated to assignments are as follows:

- **In-class/On-line Activities**: 150 points
- **Internet Curriculum Project**: 50 points
- **Strategy Manual**: 50 points
- **Lesson Plan**: 50 points

**Total 300 points**

Grading

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60% OR academic dishonesty
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information, the following policies apply to this course.

University policy requires that all students have regular access to a computer with at least a certain capability level (see Undergraduate Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways, including communication (e.g., class announcements) via e-mail and accessing some materials needed for class online.

Person-First Language: Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared for this course. Points will be subtracted for inappropriate work.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. Self-plagiarism includes the submission of work for this class which has been submitted as work for a previous class. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. In this class, plagiarized work will automatically receive a 0 without an opportunity to make up the work, and will also be grounds for failure of the course.

Plagiarism and Grading: Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help to complete assignments. Resources should be referenced on all materials submitted to the instructor.

Late Work and Grading: Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. All assignments are due by midnight on the due date. Late assignments will have 20% of the total possible points deducted for each calendar day late.

APA and Grading: Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times New Roman font (size 12). All work (done both inside and outside of class) must be reasonably legible.
**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

**Extra Credit:** Opportunities for extra credit are not typically a component of this course; however, if an opportunity arises, all students will be afforded an equal opportunity to earn extra points.

**Professional Conduct:** Students are expected to behave in a professional manner at all times. In an online environment, this means following the rules of netiquette and showing respect for your classmates and instructor within online discussions as well as email communications. Remember to use proper grammar and spelling, always cite your resources, and share your personal and opposing points of view without attacking others.

**Attendance and Punctuality:** Each student is expected to come prepared to class by having read the assigned readings and cases and having completed the assignments. Students also are expected to be punctual. It demonstrates respect for the instructor and classmates and facilitates classroom learning. **Coming more than 10 minutes late to class twice will equal one absence.** It is the student’s responsibility to contact the instructor when extenuating circumstances take place. If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class attendance.

Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught or reviewed unless judged appropriate for the group as a whole.

**Student Email Policy:** University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via D2L. Most assignments will need to be submitted electronically.

**Statement on Liability Insurance:** Students in College of Education programs need tort liability insurance. They, not the State University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through
one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.

**CLASS OUTLINE**
* Dates, topics, readings, and assignments are subject to change

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<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 5</td>
<td>Syllabus</td>
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<tr>
<td>January 12</td>
<td>Chapter 1: Special Education: An Introduction to Instruction</td>
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<td>January 19</td>
<td><strong>MLK Day – No Classes</strong></td>
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<td>January 26</td>
<td>Chapter 2: Strategies for Effective and Differentiated Instruction</td>
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<td>February 2</td>
<td>Chapter 3: Strategies and Classroom Management and Behavioral Support</td>
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<td>February 9</td>
<td>Lesson plan writing and the instructional cycle</td>
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<td>February 16</td>
<td>Chapter 4: Spoken Language</td>
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<tr>
<td>February 23</td>
<td>Chapter 5: Reading – Word Recognition</td>
<td>Internet Curriculum Project Due February 23</td>
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<tr>
<td>March 2</td>
<td>Chapter 6: Reading - Comprehension</td>
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<tr>
<td>March 9</td>
<td>Chapter 7: Written Language</td>
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<tr>
<td>March 16</td>
<td><strong>Spring Break – No Classes</strong></td>
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<tr>
<td>March 23</td>
<td>Chapter 10: Social Studies</td>
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<td>March 30</td>
<td>Chapter 11: Study Skills</td>
<td>Strategy Manual Due March 30</td>
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<td>April 6</td>
<td>Chapter 12: Social Competence and Self Determination Skills</td>
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<tr>
<td>April 13</td>
<td>Chapter 14: Career Development and Transition</td>
<td>Lesson Plan Due April 13</td>
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<td>April 20</td>
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<td>Finals Week</td>
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