SPED 312 Teaching Students with Learning Problems

Prevention is the work of both special education and regular education teachers.

University Mission and Guiding Principles:
Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The guiding principle for instruction in the College of Education and Allied Professions is the belief in the educator as an inviting, reflective decision-maker.

Rationale/Purpose:
This course provides

Diversity Statement:
Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on the identification and treatment of students with cultural differences. Students should learn how perception of student behavior can be affected by cultural biases which may create environmental and instructional barriers. Meeting the needs of these students and students with exceptionalities is addressed in text and class discussions. A unit project will be assigned to address diversity and differentiated instruction.

Course Content

Learn about the foundations of teaching by learning how to:

a. Create a responsive learning environment for students at risk and students with special needs; compare and contrast mainstreaming and inclusion; analyze LRE
b. Plan, organize and assess students for instruction (physical, and instructional arrangements)
c. Assess and instruct students (identifying stages of learning, determining appropriate assessment and testing modifications for students; as classroom management)

Develop skills in teaching academic skills by learning a variety of ways to assess and teach:
   a. Reading (Components of Language, Assessing and teaching language skills; the reading process; components of evidence-based reading instruction; develop reading activities)
   b. Math (Readiness for math, skills development, develop math activities)
   c. Learning strategies, content, and study skills

**Course Competencies/Objectives:**

Upon completion of SPED 312, students will be able to:

1. Create a responsive learning environment for students at risk and students with special needs
2. Compare and contrast the concepts of mainstreaming and inclusion
3. Analyze and be able decide the LRE for specific students
4. Plan, organize and assess students for instruction in reading and math
5. Design an appropriate physical and instructional environment conducive to learning
6. Learn how to evaluate and create specific Learning strategies, content, and study skills to meet the individual needs of students

**Required Textbook:**


**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Carol Mellen for more information. Phone: (828) 227-7127; E-mail: mellen@email.wcu.edu. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

**Academic Honesty Policy:**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University.
because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating** – Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication** – Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism** – Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty** – Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head in writing of the academic dishonesty charge and sanction. Please refer to the WCU student handbook for more specific procedures regarding academic honesty policies.

**Student Responsibilities:**

1. Students are required to attend all classes, arrive on time, and stay for the entire class. Students will be allowed more than 1 absence without penalty to the final grade. In the case of absence, students are responsible for getting the material covered in the class from other students, and/or the instructor.

2. Students are required to read & research, contribute to discussions, and participate in class.

3. **Assigned readings are to be done before the class meeting.** Dates for most of the reading assignments are in the tentative course schedule. Others will be assigned as appropriate. Reading checks will be conducted periodically at the instructor’s discretion throughout the semester and factored into the student’s overall participation points for the course.

4. **Assignments are to be turned in on time. No late assignments will be accepted!**

5. Students are expected to collaborate in small groups or with a partner to complete projects.

6. Students are expected to ask instructor for necessary clarification or additional information.

7. Students must adhere to academic honesty in their work. If plagiarism is evident, the student will receive no credit for the assignment and may receive a failing grade for the class.

8. Any student with a documented disability requiring accommodations to complete course requirements should make an appointment with the instructor as soon as possible.

9. Students are expected to turn off all electronic devices before entering the class.

**Course Requirements:**
**Class Attendance and Participation:** Students are expected to attend all classes and actively participate in class and online. Collaboration is a key component to the course. It is the responsibility to ask the instructor for help when needed. There will be periodic reading checks and quizzes at the beginning of class which will be factored into the overall participation/professionalism grade.

**Midterm and Final Exam:** The midterm (July 22nd) and final exam (July 28th) will be a combination of objective and short answers as well as essay questions.

**Reading Assignments:** Students are expected to complete their assigned reading before the scheduled classes. Please refer to the “Tentative Class Schedule, Reading and Assignments” Chart.

**Classroom Application Assignments:** Students are expected to complete the each assignment by implementing the knowledge and strategies that they have learned that week. Each assignment will be to them at the beginning of the week. They are expected to be indeed in on the date stated on the “Tentative Class Schedule Reading and Assignments” Chart.

**Lesson Plans Unit:** Students, in small groups, will be required to develop a unit plan for a specific grade that includes at least 3 lesson plans with differentiated learning activities and a description of the diverse students to be taught. Each member of the groups will address a specific content area around a common concept to build the units. For example: the unit could incorporate subject areas with math, science, history, and reading centered around a unit topic on plants. Additional information and examples will be given. This assignment and all unit components will need to be submitted by July 28th. If there is time each student will present one lesson to the class.

**Evaluation and Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance and Professionalism.</td>
<td>100</td>
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<tr>
<td>Midterm and Final Exam</td>
<td>200</td>
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<tr>
<td>Lesson Unit</td>
<td>50 points (group)</td>
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<tr>
<td>Lesson Plans</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Application Assignments ( 6 @ 50 pts)</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600 points</strong></td>
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**Grading Scale**

- A+ = 98-100%
- A   = 96-97%
- A-  = 90-95%
- B+  = 88-89%
Department of Human Services Statement on Assigning Grades

Grades are merely an evaluation of a sample of behavior, not a labeling of the person’s degree or worth. Grades are reflective of a degree of achievement relative to a set of objectives. Learning to be an effective person in a human service profession involves more than earning grades in courses. It involves putting learning from courses into effective practice. To that end, we ask you to consider grades as one dimension. Considering how you can utilize what you are learning is another important dimension.

Each instructor in each course will explain the grading policy and expectations that specifically apply. However, students should be aware that a grade of “A” on an assignment will be reserved for performance of superior quality that exceeds minimal expectations. If a student merely completes an assignment and it is accurate, the assignment would not automatically warrant an “A” grade. In many cases, outstanding performance is distinguished from satisfactory or highly satisfactory performance by the inclusion of additional factors due to the initiative and scholarship of the student, which mark the work as clearly superior.

The rationale for this policy is the belief that outstanding and excellent work should be recognized as such. A policy, which allows for no distinction between good and superior performance fails to adequately recognize and reward work that is meritorious and worthy of academic honor. A grade of “A” in a course should indicate that a student has exhibited performance worthy of distinction. Students who earn a grade of “B” in graduate courses or grades of “B” or “C” in undergraduate courses should feel that they have accomplished what was expected, and that they are competent in the skills and knowledge required.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Overview</strong>, <strong>Introduction</strong>, and <strong>Course Overview</strong></td>
<td>Chapters 1, 2 and 3</td>
<td>“ME BAGS” (5 items that describe you best as a person to share with the class on the first day of class)</td>
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<td></td>
<td><strong>Planning and Organizing Instruction</strong></td>
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<td>Classroom Application- Week 1 - due <strong>July 17th</strong></td>
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<td>Week 2</td>
<td><strong>Teaching Students &amp; Managing Instruction</strong></td>
<td>Chapters 4, 6, 7, and 8</td>
<td>Classroom Applications- Week 2- due <strong>July 24th</strong></td>
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<td></td>
<td><strong>Assessing and Teaching Language</strong></td>
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<td>MIDTERM TEST- July 22nd (Chap 1-4 &amp; 6)</td>
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<td>Week 3</td>
<td><strong>Assessing Math</strong>, <strong>Teaching Math</strong>, and <strong>Teaching Learning Strategies, Content, and Study Skills</strong></td>
<td>Chapters 11, 12 &amp; 13</td>
<td>Classroom Applications- Week 3- Due <strong>July 27th</strong></td>
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<td>FINAL TEST- <strong>July 28th</strong></td>
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