We must dare to give children what will equip them to live so that the world will grow toward wholeness and peace.

Paterson (1991)

Textbooks:


CONCEPTUAL FRAMEWORK
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course incorporates all of the basic components of the conceptual framework. The goals of the course are 1) to develop a learning community where caring relationships provide meaning and purpose to learning, 2) to learn and apply effective strategies that will develop the diverse competencies and talents of all adolescents, 3) to value the unique strengths and experiences that each student brings to school, and 4) to integrate technology to accommodate students' interests, backgrounds, and abilities.

ADA AND SECTION 504 PROVISIONS
Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.

COURSE DESCRIPTION
This course is designed to explore programming, teaching strategies, and transition issues for adolescents with learning problems. There are no prerequisites.

MAJOR ASSIGNMENTS
**Bibliotherapy/Videotherapy Activity**
You will select one book or video vignette to use as the focus of a bibliotherapy or videotherapy lesson with a group of adolescents or young adults. Your product, a lesson plan, will include the following: 1) the objective of the lesson, 2) the grade level and classroom setting, 3) a synopsis of the story or video, 4) themes explored in the book or video, 5) introductory activities, 6) a minimum of 6 discussion questions to help students explore the issues, and 7) follow-up activities from which future lessons can be drawn. An article on videotherapy that includes a sample lesson plan will be provided. You will give an oral presentation of your bibliotherapy/videotherapy lesson plan in class as well as turn in a written copy.

**Course Plan**
Working in cooperative learning groups, you will plan a course for a middle grades or high school content area class using the planning method found in your textbook in Chapters 4-8. Your course plan should include a Course Organizer (examples on pages 86-89 in your textbook), a Course Map (examples on pages 93, 108, and 119), a Unit Organizer (example on page 181), and a Lesson Organizer (example on page 205).

**Content Enhancements**
In groups of 3-4 you will design 2 content enhancements to help students organize and comprehend information. Examples for content enhancements are in your textbook, pages 242, 245, and 246.

**Mnemonic Strategies**
In groups of 3-4 you will design 2 mnemonic strategies (acronym, acrostic, rhyme, keyword, or pegword) to help students remember information and/or vocabulary words. Examples in Mastropieri & Scruggs, pp. 231-241.

You will be given time in class to collaborate on the course plan, content enhancements, and mnemonic strategies.

**EVALUATION AND GRADING**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation in activities</td>
<td>100</td>
</tr>
<tr>
<td>Bibliotherapy/Videotherapy Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Course Plan Group project</td>
<td>100</td>
</tr>
<tr>
<td>Content Enhancements and Mnemonics Strategies (25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>400</td>
</tr>
</tbody>
</table>

A = 90% or greater
B = 80-89%
C = 70-79%
D = 60-69%

A = 360 or greater*
B = 320-359
C = 280-319
D = 240-279
F = less than 60%  F = less than 240

*Pluses and minuses will be used for the upper and lower ranges.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| 8/4  | Course Overview and Introductions  
**Bring “Me Bag” to class. It is a bag filled with articles that represent who you are as a person (family, career, interests, etc.) Be creative!** |
| 8/5  | Read Lenz & Deshler, Chapters 3 & 4 *SMARTER Planning & Course Planning*, and article on videotherapy |
| 8/6  | Read Lenz & Deshler, Chapters 5 & 6, *Establishing a Classroom Learning Community & Course Planning: Knowing Yourself and Your Students to Guide Learning* |
| 8/10 | Review Mastriopieri & Scruggs, Chapter 11, *Teaching Study Skills*  
Presentation of bibliotherapy/videotherapy lesson plans |
| 8/11 | Presentation of bibliotherapy/videotherapy lesson plans  
Read Lenz & Deshler, Chapter 7, *Developing a Unit Planning Routine* |
| 8/12 | Read Lenz & Deshler, Chapter 8, *Lesson Planning & Delivery* |
| 8/13 | Read Lenz & Deshler, Chapter 10, *Teaching Learning Strategies* |
| 8/14 | Wrap-up and Presentation of Course Plans |