

	<p style="text-align: center;">SPED 401: Exceptional Learners in the General Curriculum</p> <p style="text-align: center;">Syllabus-Spring 2020 Kingston</p> <p style="text-align: center;">College of Education and Allied Professions</p> <p style="text-align: center;">School of Teaching and Learning</p>
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NOTE: Please bring laptops/electronic devices to access the internet during class. Imperative.

Instructor: Dr. Tom Oren

Email: oren@email.wcu.edu

Class dates: Face to Face March 2-13; online following 2 weeks.

Conceptual framework: "The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

No Textbook for class, but you will need to access the internet with some device during class.

Course description: This course is designed to explore advanced approaches and methods for teaching students with learning problems

Course aims: 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 students, 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.

Student learning outcomes:

1. Understand both the content of developing single subject research for students with disabilities in the regular classroom and the strategies used to address the actual concern
2. Demonstrate an in-depth knowledge of an area of learning disabilities associated with the concern of your single subject research through research and writing.
3. Know the various single subject designs and the related methodology to understand and interpret results of single subject research
4. Analyze different procedures and strategies for teachers to assess and teach academic and social/emotional difficulties associated with learning disabilities

5. Make adaptations, using learning strategies, and promoting study skills to assist students with learning and behavior problems in content area classrooms.

Jamaican Relevancy

Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

Diversity Statement

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

UNIVERSITY POLICIES & ADDITIONAL RESOURCES:

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Student Support Services

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, and financial aid. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

Civility and Ground Rules:

The Western Carolina University Community Creed states: "I will respect the rights and well-being of others."

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(<http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp>)

Code of Student Conduct: Western Carolina University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The University Code of Student Conduct Policy is located at: <http://www.wcu.edu/24861.asp>.

Academic Integrity Policy. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the **Academic Integrity Policy** include:

Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication – Creating and/or falsifying information or citation in any academic exercise.

Plagiarism - Representing the words or ideas of someone else as one's own in any academic exercise.

Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The **full University Academic Integrity Policy** is located at:

<http://catalog.wcu.edu/content.php?catoid=29&navoid=560#honestypolicy> More information about plagiarism is located at: <http://www.wcu.edu/academics/campus->

academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/

Student Support

b. Writing and Learning Commons (WaLC): The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (<http://walc.wcu.edu>) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC's online resources.

c. Technology Resources: There are various technology resources available to you to help you complete assignments in this course. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has equipment for checkout. Both units also provide consultation on the use of technology and software training. If you have questions or need assistance call 828.227.2747.

Writing Center: <https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/>

Plagiarism: <https://www.wcu.edu/WebFiles/PDFs/Avoiding-Plagiarism-2014.pdf>

Plagiarism Self Test: <https://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/the-plagiarism-self-test/index.aspx>

BrainFuse: BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource.

<https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

Course Evaluation

All students are expected to complete the course evaluation via the CoursEval system. Dates for CoursEval are TBA. Use the following link to access your course evaluation: https://wcu.az1.qualtrics.com/jfe/form/SV_erDIuQo6HcnQ8E5

STUDENT RESPONSIBILITIES

- Regular participation is required. There is a collaboration component. I know it is difficult to collaborate given busy schedules, but I have tried to incorporate both synchronous and asynchronous options to make it easier.

- Assignments are to be turned in on time. Because the success of the course depends on your timely participation, late assignments in general will not be accepted. Points will be deducted for late assignments.
- 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 course.

Student Assignments:

Grading

- Attendance, Participation, Preparation, and Attitude (APPA): (10 classes x 5 pts for each class plus 25 points for online section = 75 pts)....Points will be adjusted if the class meets more than 10 times. Students arriving late for class will have their points adjusted accordingly.
- In class assignments related to the readings and reflection of daily written or group reaction: 8 assignments x 25 points = 200 points
- Development/ design/ and implementation and write up of single subject research study related to student with disabilities in the general curriculum. (200 points)
- Annotated bibliography (10 sources) related to study of student involved in the single subject study (100 points). Directions/examples of each will be presented in class.

Scale: Based on percentage of points earned

A+	97.00% and above	A	94.00% through 96.99%	A-	90.00% through 93.99%
B+	87.00% through 89.99%	B	84.00% through 86.99%	B-	80.00% through 83.99%
C+	77.00% through 79.99%	C	74.00% through 76.99%	C-	70.00% through 73.99%
D+	67.00% through 69.99%	D	64.00% through 66.99%	D-	60.00% through 63.99%
F	59.00% and below				

Schedule of Activities

Day 1.

- Review Syllabus
- Discuss course objectives
- Reflection #1
- L.D.video
- Initial overview of single subject research

Day 2.

- Reflection #2
- L.D. Video
- Types of single subject research designs
- Homework: **How to Read a Journal Article** (Blackboard)

Day3.

- Reflection #3
- L.D.Video
- Review ABA, Multiple -I, and Multiple Baseline designs
- Independent research work on presenting concern to be addressed

Day 4.

- Reflection # 4
- L.D. Video
- Annotated Bibliography format/ plagiarism review
- Independent work/ group presentation of initial work

Day 5.

- Independent work on project

Day 6.

- Reflection #5
- L.D.Video
- Continue researching area of student concern/ meet with instructor

Day 7.

- Reflection # 6
- L.D. Video
- Effect size/ single subject result interpretation

Day 8.

- Reflection # 7
- L.D. Video
- Independent research work/ individual meeting with instructor

Day 9.

- Reflection # 8
- L.D. Video
- Student presentation of annotated bibliographies

Day 10.

- Student presentation of single subject objectives and design

Follow-up Assignment: 3 weeks after completion of face to face class

- Implement single subject research over 10 sessions
- Written 2 page conclusion of the study plus graphs depicting implementation added to annotated bibliography (annotated bibliography + 2 page written conclusions + graphs depicting implementation)

REFERENCES

Reading References:

Ko, T & Hughes, M. (2015). Reading comprehension instruction for adolescents with learning disabilities: A reality check. *Education Science, 5*, 413-439, doi:10.3390/educsci5040413.

Lan, Y.-C., Lo, Y.-L., & Hsu, Y.-S. (2014). The Effects of Meta-Cognitive Instruction on Students' Reading Comprehension in Computerized Reading Contexts: A Quantitative Meta-Analysis. *Educational Technology & Society, 17* (4), 186–202.

Melby-Lervåg, M., Halaas Lyster, S., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin, 138*(2), 322-352.

Mol, S. & Bus, A. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin, 137*(2), 267-296.

Scammacca, N., Roberts, G., Vaughn, S. & Stuebing, K. (2015). A meta-analysis of interventions for struggling readers in grades 4–12: 1980–2011. *Journal of Learning Disabilities, 48*(4), 369-390.

Mathematics References

Kroesbergen, E. & Van Luit, J. (2003). Mathematics interventions for children with special educational needs: A meta-analysis. *Remedial and Special Education, 24*(2), 97-114.

Jacobse, A & Harskamp, E. (2011). A meta-analysis of the effects of instructional interventions on students' mathematics achievement. Retrieved from <https://www.nro.nl/wp-content/uploads/2014/09/PROO-A-Meta-Analysis-of-the-Effects-of-Instructional-Interventions-on-Students%E2%80%99-Mathematics-Achievement-Egbert-Harskamp-ea.pdf>.

Caebonneau, K., Marley, S. & Selig, J. (2013). A meta-analysis of the efficacy of teaching mathematics with concrete manipulatives. *Journal of Educational Psychology, 105*(2), 380-400.

Writing References

Graham, S., Kiuahara, S. Mckeown, D. & Harris, K. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*(4), 879-896.

Giiespie, A. & Graham, S. (2014). A meta-analysis of writing interventions for students with learning disabilities. *Exceptional Children, 80*(4), 454-473, doi: 10.1177/0014402914527238.

Graham, S. & Herbert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Education Review, 81*(4), 710-744.

Instructional References

Dexter, D. & Hughes, C. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly*, 34(1), 51-72.

Alegre-Ansuategui, F., Molinor, L., Lorenzo, G. & Maroto, A. (2017). Peer tutoring and academic achievement in mathematics: A meta-analysis. *Eurasia Journal of mathematics, Science and Technology*, 14(1), 337-354.
doi:10.12973/ejmste/79805

Evaluation Criteria for Literature Review

Points

1. Is topic clearly defined and stated (10pts)

2. Sufficient review conducted? (20 pts) _____

3. Organization (all sections evident with appropriate information?) (20 pts) _____

4. Synthesis beyond mere reporting?(20 pts) _____

5. Implications and recommendations based on research? (10 pts) _____

6. References/Tables accurate? (10 pts) _____

7. Readable and acceptable form concerning grammar and syntax (10 pts) _____

Total _____