

	<p style="text-align: center;"><b>SPED 681: Teaching Students with Learning Problems</b></p> <p style="text-align: center;"><b>Syllabus-Spring 2018</b></p> <p style="text-align: center;"><b>College of Education and Allied Professions</b></p> <p style="text-align: center;"><b>School of Teaching and Learning</b></p>
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**NOTE:** If available, please bring laptops/electronic devices to access the internet during class.

Instructor: Dr. Tom Oren

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Class dates: Face to Face February 5- February 16; Online February 19-March 2

"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."

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

**Jamaican Relevancy:**

*Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. 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.'*

**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 language instruction and the strategies used to teach language
2. Demonstrate understand both the content of language instruction and the strategies used to teach language
3. Apply teaching methods designed to improve the reading fluency and comprehension of students with learning problems.
4. Analyze different procedures and strategies for teachers to assess and teach the writing process and spelling.
5. Make adaptations, using learning strategies, and promoting study skills to assist students with learning and behavior problems in content area classrooms.
6. Understand how to assess and teach mathematics to students with learning and/or behavior problems.

**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, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [sssprogram@wcu.edu](mailto: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, see Misty Colton in Killian 102B, call 828.227.2747, or email [mcolton@wcu.edu](mailto:mcolton@wcu.edu).

**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>

## Course Evaluation

All students are expected to complete the course evaluation via the CoursEval system. Dates for CoursEval are TBA. Information for log in is located at: <http://www.wcu.edu/8356.asp>.

## STUDENT RESPONSIBILITIES

- 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.
- Technology Requirements: Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience.

- Clinical and/or Field Experience Component: No formal clinical component is required for this course. However, teachers will be constantly asked to apply concepts to relevant situations.
- 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.
- In order for us to develop as a community of learners who will learn from each other and enjoy our time together, and in order for the time to speed by, it is important that everyone:
  - attend each class, arriving on time and willing to move the furniture when necessary
  - be an active and informed participant in class discussions
  - read and think about the assigned materials prior to class
  - prepare and hand in assignments on the date due
  - understand that what you know when you come to class each week may change
  - arrive with a mind open to the ideas of others

### **Student Assignments:**

#### Grading

- Plagiarism Self-Test: Students will complete this quiz prior to the end of the first week of class and submit the signed Plagiarism Certificate to the professor. (25 pts).
- 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 of empirical articles presented in class and subsequent written responses and oral discussions of articles (100 points)
- Literature review paper (100 points).

#### Grading Scale

Grades will be based on the following percentages of the total possible points:

90 – 100% = A

80 – 89% = B

70 – 79% = C

Below 70 % is a Failing Grade

## 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

<b>Evaluation Criteria for Literature Review</b>	<b>Points</b>
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)	_____
<b>Total</b>	_____