

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

SPED 6010
METHODS OF TEACHING STUDENTS WITH MILD DISABILITIES (3-0-3)

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Office Hours:

12:00- 2:00 M

12:30- 4:30 TW

Other times by appointment

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Course Description: **SPED 6010** *Methods of Teaching Students with Mild Disabilities (3-0-3)*

An introductory course in mild disabilities which covers materials methods, definitions, usage, and development of methods for teaching students with mild disabilities, and major contributors; theories and philosophies affecting this area of study, especially inclusion; and current trends and issues *Prerequisite(s): admission to graduate program.*

TEXTBOOK AND READINGS:

Friend, Marilyn. (2008). *Special Education: Contemporary Perspectives for School Professionals (Second Edition)*. Pearson Education: New York.

Online sources (free). You will use the Wilson Omnifile electronic database, from the GALILEO system, to access selected journal articles for this course.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators in the field of Special Education by demonstrating the following competencies:

1. Understand sources of material, curricula, and resources for teaching students with mild disabilities.
2. Demonstrate knowledge of prevention and intervention strategies for teaching individuals with mild disabilities.
3. Demonstrate knowledge of strategies to facilitate integration and inclusion in regular classes.
4. Demonstrate knowledge of strategies using multiple theoretical approaches to teaching and learning.
5. Demonstrate understanding of effective methods for prevention of problem behaviors in classes.
6. Demonstrate knowledge of methods for ensuring each student experiences success in the classroom.
7. Demonstrate knowledge regarding how to create effective learning environments.
8. Demonstrate knowledge of how to effectively utilize paraprofessionals and other classroom supports.

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network. *For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.*

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Program-Specific Standards Addressed in This Course:

1. Understand sources of material, curricula, and resources for teaching students with mild disabilities. (CEC GC4K1)
2. Demonstrate knowledge of prevention and intervention strategies for teaching individuals with mild disabilities. (CEC GC4K4)
3. Demonstrate knowledge of strategies to facilitate integration and inclusion in regular classes.(CEC CC4S1)
4. Demonstrate knowledge of strategies using multiple theoretical approaches to teaching and learning.(CEC GC4S2)
5. Demonstrate understanding of effective methods for prevention of problem behaviors in classes (CEC 4S9)
6. Demonstrate knowledge of methods for ensuring each student experiences success in the classroom (CEC GC5K3)
7. Demonstrate knowledge regarding how to create effective learning environments. (CEC 5S14)
8. Demonstrate knowledge of how to effectively utilize paraprofessionals and other classroom supports. (CEC CC5S15).

Method of Instruction:

This is fully online course. In this course, you will read selected textbook passages and journal articles, write academic reviews of these readings, communicate with the instructor and your fellow students on Discussion Board, create a training Powerpoint on co-teaching, and co-teach in a general education classroom. The specific requirements for these assignments and projects are given, as individual sets of instructions, in the Documents section of your Livetext account.

The instructor will use email on a regular basis to communicate with the class. You are required to check your ASU email each day for this course. You are fully responsible for all dates, deadlines, and assignments given via email.

You are required to be a registered user of LiveText for this class. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system, as well as Livetext.

The Information Technology Dept. on the first floor of University Hall can also provide very helpful assistance. There is a technical support phone number and email address for

help with Livetext, which you will find on the Livetext website. I am available for one-on-one help in negotiating LiveText during my office hours or by appointment.

COURSE CALENDAR

-All assignments must be submitted as attachments via Livetext.

-All assignments, unless otherwise noted, are due within one week of their assignment date.

*****IMPORTANT: For all writing assignments, be sure to answer the correct questions, according to your status as an MAT, M.Ed., or Ed.S. candidate. (See below the section of syllabus entitled WRITTEN ASSIGNMENTS).**

Session

Topic:

Week 1 (Oct 14)

Special Education and the IEP

Reading: Friend text, Chapter 2

Assignment: Write a 4-page review of the reading. Your review must include a general description of the IEP, including a brief description of each of the 10 major components of the IEP, written entirely in your own words.

Week 2 (Oct 21)

Current Inclusive Practice

Reading: Friend text, Chapter 4

Assignments: (1) Write a 2 pp. review of the reading.
(2) Post a 200 word post, and two replies, to the instructor question on Discussion Board.

Week 3 (Oct 28)

Co-Teaching

Assignment: Conduct individual research on Co-Teaching, work on Powerpoint.

Week 4 (Nov 4)

Co-Teaching

Assignments:

1. Conduct individual research on Co-Teaching, work on Powerpoint.
2. Post a 200-word post, and two replies in response to the instructor post on Discussion Board.

Week 5 (Nov 11) **Differentiation of Instruction:**

Reading: Locate an article from an academic journal on *differentiation of instruction*, and read it. This article must be taken from a database available through the GALILEO system.

Assignments:

1. Complete Powerpoint on Co-Teaching (due Nov 18).
3. Post 200-word description of your journal article to Discussion Board, giving at least two specific examples of how teachers differentiate instruction in a classroom.
4. Post at least two replies to your fellow Discussion Board group members, commenting on their journal articles and suggestions.

Week 6 (Nov 18) **Focus on At-Risk Learners**

Reading:

Finnan, C., et. al., Accelerating the Learning of Low-Achieving Students: The Transformation of a Dropout. *Phi Delta Kappan v. 88* no. 8 (April 2007) p. 625-9 (Available on Wilson Omnifile full-text electronic database)

Assignment:

1. Write 2-page review of reading.
2. Film co-teaching lesson (with you as **lead** teacher) in general education classroom (due Nov 25).

Week 7 (Nov 25) **Specific Methods and Techniques**

Reading: Locate and read an academic journal article describing an interesting method for working with at-risk and/or special needs students. You should not have submitted a paper on this article for any other class or assignment.

Assignments:

1. Write a 2-page review of your journal article.
2. Post a description of the methods that your article recommends to the Discussion Board (200 words). *Please give your classmates only the most important points regarding how they can more effectively work with challenged learners.*

Week 8 (Dec 2)

Review of Co-Teaching Experience and Course Summary

Assignments:

1. Post at least 200 words to Discussion Board on your experience with co-teaching. I want you to share with your classmates what you thought was most significant about this experience, both positive and negative.
2. Post at least two replies to your fellow group members regarding their co-teaching experiences.
3. Complete final exam (due Dec 8 at 5 PM).

WRITTEN ASSIGNMENTS

As in SPED 6009, all papers for this course must be submitted in APA (6th Edition) style. Papers submitted that are less than the minimum length, contain headers longer than one line, blank spaces, incorrect margins, bullet points, lists, or any quotations will receive a zero. Direct quotations from other sources given without quotation marks will be considered plagiarism.

***IMPORTANT:** As you also know from taking SPED 6009, the prerequisite for this course, assignments will differ according to whether you are an MAT candidate, or an M.Ed. or Ed.S. candidate. In your written reviews of textbook passages, and journal article reviews, you must answer the following questions, according to your graduate status:

For MAT candidates:

Write a synopsis of the reading, including the following points:

- What are the central issues concerning this topic?
- How has our understanding of this disability or topic changed over the years?
- What are some of the recommended approaches or suggestions for the future concerning this topic?

For M.Ed. or Ed.S. candidates:

Write a synopsis of the reading, including the following points:

- From a working teacher's point of view, what are the most important points brought out in this reading?
- Give two examples of students you have worked with, or case studies from the literature (give references of case studies) that reflect the disability topic of the reading.
- Include at least one suggestion for how the chapter or journal article could be improved. In other words, please describe some important facet of this topic that was left out of the reading.

Your article reviews will be evaluated according to the Writing Rubric found in your class documents (in your Livetext account).

LAB EXPERIENCE REQUIREMENTS:

This course requires 30 hours of direct contact with students with mild disabilities. You will be required to post a description of your experience to Discussion Board, and document your participation in this field experience. I will contact you, via email, with specific directions for completing the lab experience assignment.

CO-TEACHING PROJECT:

In this course we will embark on a multi-level project on co-teaching. You have, in your LiveText account, separate documents outlining the requirements for each part of this project, but a general overview follows:

First, you will create a Powerpoint presentation which could be used to train teachers on current best practices in co-teaching. This Powerpoint presentation will be research-based, and must cite at least five academic references outside of those found in your textbook. In order to complete the Powerpoint, then, you will have to research co-teaching using the Wilson Omnifile database or other sources, and use this information to create your training Powerpoint. Specific directions for this project are found in the Documents section of your LiveText account.

Next, you you will “practice as you preach” in your Powerpoint. You will be required to create a 35-45 minute film in which you are the lead teacher in a co-teaching setting in a general education classroom. In order to do this, you will cooperate with a general education teacher for a planned lesson in the general education classroom. This lesson must be done in a general education classroom (no exceptions). If you are currently working in a special education setting (resource room, etc.), then it will be up to you to find a general educator in your school who will cooperate with you in accomplishing this assignment. If you cannot arrange this, we can have you assigned to a lab placement in another school for this purpose.

Your co-teaching will be evaluated using the Co-Teaching Instrument found in the Documents section of your LiveText account.

Finally, you will post a report on your Co-Teaching Experience to the Discussion Board of LiveText, and mutually discuss your experiences with your classmates. I will give you a general format for this post, and additional directions, via email.

DISCUSSION BOARD REQUIREMENTS:

Some weeks you will be required to post one 200-word response to my question or discussion topic on the Livetext Discussion Board.

You will also be required, on those designated weeks, to read ALL the posts of your fellow group members, and then to POST REPLIES to TWO of your fellow group-member's post. Each of your replies should be at least 100 words long, and should offer some research-based, or experience-based view on the topic being discussed.

Specific dates for submitting to the Discussion Board are as follows:

Initial post: Must be posted by Saturday at midnight. (Thus, you have 4 days to make your initial post.)

Replies to your fellow students: Must be posted within one week (same as for the writing assignments).

IMPORTANT: Failure to make your initial post to Discussion board by Saturday at midnight will result in the loss of all your Discussion board posts for that week. Thus, you receive no credit for your replies unless you post your initial post on time.

FINAL EXAM:

The final exam will be an essay, take-home exam in which you will discuss and expound upon the concepts and issues presented in this course. I will send the final exam questions to you via LiveText.

Your final exam will be evaluated for clarity, grammatical correctness, and evidence that you have devoted serious thought and consideration to the content of this course, as well as your experiences with students having difficulties in school. It will be graded according to the Writing Rubric found in the Documents section of your Livetext account.

Course Grade:

Research-Based Training Powerpoint on Co-Teaching	20 pts.
Co-Teaching Lab Experience Filmed Lesson	20 pts.
Discussion Board posts	20 pts.
Written reviews of readings	20 pts.
Final Exam	20 pts.

WRITING GUIDELINES

All papers should be typed, double spaced, with 12-point font and 1" margins using *APA* guidelines. Times New Roman font should be used.

Always use *PERSON FIRST* language and other appropriate terms as indicated in the *APA Manual*. Written assignments will be graded on content and style. Grammatical and spelling errors will be penalized.

Do not include lists, quotations, or bullet-points in any document you create for this class. All chapter reviews and synopsis must be at least the minimum length required. There should be no header except for one line with the title.

IMPORTANT: Documents submitted with blank spaces, lists, quotations, headers, or less than 2 pages will receive a score of zero.

Please ask for assistance with writing style if you have questions about these expectations. Also, you may contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

NOTE: If persistent problems are noted in your writing, I may require you to go to the Writing Center before turning in any papers to me, and require verification that each paper has been edited by someone in the Writing Center.

See the document entitled “Writing Guidelines” which I have sent to your Livetext account for further important instructions regarding the writing requirements of this course.

******PLAGIARISM WARNING******

I actively search for plagiarism in student papers, and if I detect plagiarism, the consequences are as follows: The first instance of plagiarism reduces your final grade in this course by 25 points, giving you a C at best. I will report the matter to my chairperson and your advisor.

If I detect a second instance of plagiarism, you will receive an automatic F for the course. I will report the matter to my chairperson. University students are routinely expelled for plagiarism, and this is a possible consequence. I will not offer any make-up work or exceptions with regard to plagiarism.

In short, do not “cut and paste” or copy ANY text for this course. **ALL WORK HANDED IN FOR THIS COURSE MUST BE ENTIRELY IN YOUR OWN WORDS.**

If you do not understand what plagiarism is, it is your responsibility to find out. If you simply follow my rule, and write everything for this course in your own words, you will never have to worry about this.

ADDITIONAL REQUIREMENTS:

Pipeline e-mail and class information access

Students are assigned an e-mail address on Pipeline and are responsible for information on e-mail and on class bulletin boards located on the Pipeline system. **Check your e-mail regularly.** Information updates and class notes will be posted there. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system.

Grade Scale

90-100 A 80-89 B 70-79 C 60-69 D <60 F

Assigning a student the grade of *Incomplete* is strongly discouraged at ASU, and will only be allowed under documented, extraordinary circumstances. Please consider the requirements specified in the syllabus as you plan your schedule.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at:

<http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from:

<http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

If you have a question about the class, send me a personal email.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Reference websites for additional helpful links:

<http://www.interdys.org/>

<http://ldresources.com>

<http://ideapractices.com>

<http://www.ldonline.org>

<http://www.doe.k12.ga.us>

GRADE SCALE 100-90 A 89-80 B 79-70 C

A grade of *Incomplete* for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

Students with disabilities who are registered with the office of Disability Services are invited to schedule an appointment with the instructor to discuss academic accommodations. Disability Services is located in the Counseling and Testing Center in Bellevue Hall, 706-737-1471.

All STUDENTS ENROLLED IN SPED 6301 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY,

INCLUDING ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.

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“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...**Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged.** [Emphasis added by instructor].

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Writing Assistance

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BIBLIOGRAPHY:

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