

SPED 7120

Characteristics of Learning disabilities

Summer 2009

Course Overview

Graduate Education Credit: 3 Semester Hours

Course Requirements:

Completion of 8 Modules, involving graded assignment questions, Discussion Boards, Quizzes, and Effective Teaching Project.

Required Textbook and Materials

Hallahan, D.P., Lloyd, J.W., Kauffman, J.M., Weiss, M.P., & Martinez, E.A. (2005). Learning Disabilities: Foundations, Characteristics, and Effective Teaching, 3rd Ed. Boston, MA.: Pearson: Allyn & Bacon, Inc. ISBN: 020538867

Headset with Microphone, for use with Horizon Wimba. Can be purchased at most electronics stores. Obtain a set with a two-prong plug in rather than a USB type connection.

*****Purchase the above items through the Off Campus Bookstore, 706-548-9376. Identify yourself as a UGA SETWEB student and ask to speak to Chris Milner*****

Learning Module Topics

- 1. Basic Concepts and Causes of Learning Disabilities.**
- 2. Eligibility, Prevention, and Intervention in Early Childhood.**
- 3. Families & Transition Programming.**
- 4. ADHD and Behavioral Issues.**
- 5. Cognition & Educational Approaches.**
- 6. Language and Reading Difficulties.**
- 7. Writing & Math Difficulties.**
- 8. Access and Integration into the General Education Classroom.**

Course Objectives*

Upon completion of this graduate course, Students will:

Demonstrate an understanding of the historical foundations of the field of learning disabilities (LD1K1).

Demonstrate understanding of current and future theories and trends in the field (LD1K5; CC1K1).

Demonstrate understanding of the various etiologies of learning disabilities, and the characteristics resulting from those etiologies (LD2K1; 2K2; 2K3).

Differentiate between learning disabilities and other conditions (CC2K5; 2K6).

Describe and assess the characteristics of individuals with learning disabilities (LD8K1;8K2; 8K3).

Demonstrate effective instructional practices for students with learning disabilities (4K4; 4S1; 4S2; 4S3; 4S4; 4S5;4S6;4S7; 4S10).

Modify speed of presentation and use organizational cues in teaching students with learning disabilities (LD4S3).

Integrate appropriate teaching strategies and instructional approaches to provide effective instruction (4S3).

Describe various test-taking strategies for individuals with learning disabilities (4K1).

Discuss collaborative conferencing for individuals with learning disabilities and their parents (CC10K1).

Discuss research-supported methods for academic and nonacademic instruction of individuals with learning disabilities (LD4S1)

Discuss how to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (CC4S3).

***All objectives in this course come from the Learning Disabilities Knowledge and Skills section of the Standards for the Preparation and Licensure of Special Educators prepared by the Council for Exceptional Children.Â**

Course Communications

In order for communications regarding this course to be documented, all assignments in this course must be submitted via the WebCT e-mail function or discussion board function in this course. Avoid using attachments in this course, unless directed to do so.

Students are required to complete modules during the assigned time period for that module. Students are also required to complete all work associated with a module by the Calendar Due Date during that module. Students may complete some individual work ahead of the scheduled time. For any questions, e-mail your assigned teaching assistant or your instructor using the WebCT e-mail function.

Course Requirements

Module Activities: Each of the 8 modules will take approximately 10 hours to complete. Specific activities are described in each module. These may involve article reviews, module reading questions, project activities, case study analysis, discussion board assignments, etc. Several activities may be required during any particular module.

Assigned Readings: One or more reading chapters, web-based readings, and/or additional hard-copy readings are assigned in each module. Also, each student is required to read all materials which are posted to the class discussion board during various modules. Students are also required to read all important announcements in the course. Students should anticipate a minimum of four (4) hours of readings and study assignments per module.

Eight module activities will be graded on a scale of 100 total possible points apiece (See participation and grading below.)

All assignments (unless otherwise directed) are to be turned in electronically by the Calendar Due date for module completion. Some assignments are sent to your instructor and some are sent to your assigned Teaching Assistant. Read each assignment carefully, note the due date and to whom you should send the assignment. Do not send duplicate assignments to your instructor, unless instructed to do so.

Module Questions (10%):

Some modules contain a number of study guide questions on the assignments page based on the readings for that module. Students should complete all of these questions, answering each in three to six sentences, and e-mail these to your teaching assistant. Your answers will graded on a scale of 0-100%.

Participation (10%):

(Horizon) Wimba Classroom Discussions: (part of your Participation grade: 10%) Sessions are scheduled in the Calendar. Although these sessions are non-graded, they are required attendance. Your instructor will e-mail you on the topic/activity for each session. The sessions will allow students to discuss issues central to learning disabilities, the course in general and questions that you might have. It will also be an opportunity to hear presentations from your instructor and TA's.

PC headset and microphone will be required to participate in Horizon Wimba discussions. The headset allows users to speak and listen simultaneously, as if in regular classroom. They can be purchased for under \$20.00 at most electronics retailers and department stores. As an example, below is a hyperlink to the Newegg website and an example of a suitable headset to purchase (just make sure NOT to purchase a headset with a USB interface- yours should plug into the microphone and speaker ports of your PC. USB headsets do not work well with the Wimba Classroom system),

Link: <http://www.newegg.com/Product/Product.aspx?Item=N82E16826275024>

Article Review Assignment (5%):

You will read one research-based, peer reviewed article from the link provided (Module 4). You are provided a scoring guideline to use when you write your article review.

5 Discussion Board Activities (DBA) (15%):

When a discussion board discussion is assigned for a particular module, each student will be expected to make two (2) entries in the discussion board; Students should not make more than two entries, since this will increase the reading assignment load for all students! A topic or series of questions will be assigned, and students should make a two paragraph response to the assigned question. These responses should reference the assigned readings and or the text (cite specific readings and pages in the text), as well as your experiences. You will be required to make your first entry by the calendar due date of each module. Your second post will be a response to another class member's post; it should be two paragraphs and include references to the text, as well. This posting will be due by the terminal date for the module. The discussion board discussions are graded assignments and will be scheduled in several modules.

Effective Teaching Project (25%)

This project is to help you create an effective teaching strategy for an identified area of specific learning disability (SLD). You will be assigned one of seven areas to research and select an effective teaching strategy (ETS), and develop two lesson plans (one elementary, one secondary) which you could use to teach students with SLD. See the link on the home page for details.

7 Module Quizzes (35%)

See the Calendar Date. It will cover the chapters from the text assigned to this module. Multiple choice, matching, T/F, short answer.

One opportunity to start and finish; you may start you quiz at any time on the day selected on the calendar, between 7:00 am - 11:55 pm. Once started, you will have one hour to complete it.

The quizzes are designed to help you with understanding rather than

memorizing facts. Quizzes are open-book; they encourage you to learn important concepts, access information in order to solve problems, find the information you need, apply information and transfer it to new situations. It is important that you have read and taken notes on the important points of the chapters in order to be prepared. Quizzes are time limited and designed for you to use time efficiently and to not just answer questions by looking up the answers during the hour.

Software

Microsoft Word and Microsoft Power Point (or viewers): If you have Microsoft Office you will have both MS Word and MS Power Point (Office 2003 or XP will work best for the course). If you do not have these pieces of software, you have two options: a) You may purchase a full version or a student version (both are pricey, but the student version is considerably less expensive), or b) download a free viewer for each program from Microsoft. The viewers will allow you to view all of the material for the course, but they do not allow you to use the software to create anything.

For many of the assignments, you will need to use some kind of word processing software. MS Word will be the most compatible software with the course. If you do not have or cannot afford to purchase MS Word, it is strongly recommended that you find a way to have access to it (university or public libraries, friends, polite call to Bill Gates).

Adobe Reader: Adobe Reader allows you to view documents in the PDF format. This format will be used extensively throughout the course for saving and sending documents.

QuickTime or Real Player: Both of these programs allow you to play video and audio clips that are streamed from the UGA server. At various points throughout the course, examples or assignments will be presented in recorded video or audio clips.

See the WEB Links in the Course Tools menu for links to download software for free.

Software at Student Rates: if you do NOT have MS Office and want to purchase this, click on this site for Office Enterprise 2007 (Win) which contains Office Works (\$72.05): <https://emsd.uga.edu/Catalog/Home/Display>. Use your uga myid and password to access this site.

Participation and Grading

Completing this course with a new body of meaningful knowledge and skills can only be accomplished if students participate fully. Participating in web-based coursework allows you, the student, a useful measure of freedom and flexibility that on-campus courses typically do not. With this, however, comes the responsibility of being self-disciplined and self-directed in your learning. Thus, a core expectation is that students will prepare themselves for participation by completing assigned readings on time and investing energy into producing quality work. Without thoroughly reading all of the assigned material, passing the course will be very unlikely. Furthermore, ALL assignments must be completed for a grade to be assigned regardless your of current standing in the course.

Each student will be graded on participation, which will include getting work and TURNED IN on time in each module, as well as routine e-mail with the instructor, and all instructional interactions (Wimba Sessions). This will count 10% of the final course grade.

The eight categories are each weighted a percentage of the final grade. These include:

Five Discussion Board Assignments (15%);

One Research Article Review (5%);

Effective Teaching Project (25%);

Module Questions based on the Module chapters and other readings (10%)

Seven quizzes for each of the first 7 modules (35%)

Participation (based on Horizon Wimba Sessions, on time submission of assignments, and professionalism in emails)(10%)

Total: 100%

Grades for every graded assignment will be awarded on a 100 point basis and then converted to the weighted score for the course grade. The grading scale is as follows:

90 and above= A

80 to 89 = B

70 to 79 = C

60 to 69 = D

Below 60 = F

Summary Table of Assignments

Module	Topic	Readings	Assignments	Due Dates*
I	Basic Concepts & Causes of Learning Disabilities	Read the course syllabus. Read Chapter 1 & 2 of your textbook, <u>Learning Disabilities</u> . Read the information from the Major Points link.	1) Self Introduction 2) Discussion Board Activity: Jamal & Shannon 3) Quiz on Chapters 1 & 2	See Calendar Due Dates
II	Eligibility, Prevention, and Intervention in Early Childhood	Chapters 3 and 5 Read the Georgia rules: Learning Disabilities Definition and Eligibility Read the <u>GA Pyramid of Interventions</u> . Read the Major Points	1) M2 Assigned Questions 2) Effective Teaching Project: Part I 3) Quiz on Chapters 3 & 5	
III	Families and Transition Programming	Chapters 4 and 6 from your text: Learning Disabilities. Read Shannon's Case Materials Read the information from	1) M3 Assigned Questions 2) DBA Questions	

		the Major Points link.	3) Quiz on Chapters 4 & 6	
IV	ADHD and Behavioral Issues	1. From your text Learning Disabilities read Chapters 7 & 9. 2. Read the Case Material on Jamal: click HERE . 3. Read the information from the Major Points link.	1) Article Review 2) DBA on the Case Studies of Shannon and Jamal 3) Quiz on Chapters 7 & 9	
V	Cognition and Educational Approaches	From your text Learning Disabilities, read Chapters 8 and 10 Read the information from the Major Points link.	1) M5 Assigned Questions 2) Effective Teaching Project: Part II. 3) Quiz on Chapters 8 & 10	
VI	Language and Reading Difficulties	Chapter 11 and 12 of the text: <u>Learning Disabilities</u> Read the information from the Major Points link.	1) DBA: Case studies on Jamal and Shannon 2) M6 Assigned Questions 3) Quiz on Chapters 11 & 12	
VII	Writing and Math Difficulties	Chapters 13, and 14 of the Learning Disabilities text. Read the information from the Major Points link.	1) Part III: Effective Teaching Project 2) Quiz on Chapters 13 & 14	
VIII	Access and Integration into the General Education Classroom	Chapter 15 of the text Learning Disabilities. Read the information from the Major Points link.	1) Complete Parts I-IV of the Effective Teaching Project (Final). 2) DBA: Effective Instructional Practices	
			* Due Dates are subject to change by your instructor.	

Appropriate Language

Students are expected to use appropriate language in both verbal communication and written products. When writing concerns persons with disabilities, they should be referred to as just that: people who have physical, sensory, behavioral, learning, or intellectual disabilities. ([Read this information](#)). Please avoid terms like "the handicapped", "EBD kids" etc. Instead, please communicate in a way that puts "people first". For example, "the student with a developmental disability", "a student with an emotional and behavioral disorder", "students with learning disabilities". This small change emphasizes the humanity and the individuality of the person and clarifies that a disability is only one of many characteristics (and not necessarily the most important) that a person can possess.

E-Mail

E-mail will be your primary means of communication with your instructor and teaching assistants. Unless otherwise requested by your instructor or TA, please use the WebCT e-mail that is designated for the course and not the UGA e-mail system. Please feel free to e-mail either your instructor or TA. In either case, you should strive for professionalism, clarity, and efficiency in your communication. Your instructor will provide you with a telephone number and appropriate times to call if telephone communication is needed.

Due Dates

While understanding that we all are busy with school, work, and family, your decision to register for this course is an indication that you have made it a high priority. Thus, extensions of assignment due dates are given only in extreme situations (death of a close family member, hospitalization, etc.) and require documentation on your part. Otherwise, due dates are fixed and non-negotiable: All assignments should be submitted on or before the assigned due date. Assignments past the due date will not be accepted for full credit. Examples of unreasonable extensions for an assignment include frequent computer malfunctions, outside class-work, or job responsibilities that inhibit meeting the required deadlines. If you anticipate missing a deadline on an assignment, you should send an e-mail to your instructor before the deadline. Assignments submitted after the due date may be returned ungraded or assigned a lower evaluation. Whether an extension is allowed will be at the instructor's discretion. Late submissions will be penalized 10% of the grade for each day late. After 3 days, assignments will be returned and assigned a 0.

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please e-mail the instructor no later than the second week of the course.

Diversity and Cultural Sensitivity

Educational problems that require special education interventions are concerns for families, schools, and communities of all cultures, nations, and backgrounds. Effective teaching involves understanding the diverse social context of students, families, and educators. Efforts at cultural sensitivity are expected in all interactions with instructors and fellow students.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web site for complete details. Link: http://www.uga.edu/honesty/ahpd/culture_honesty.htm

While collaboration among students is encouraged, plagiarism will result in sanctions. Plagiarism is defined as an attempt to "steal and pass off as one's own ideas or words of another" (Webster, 1967, p. 646). Examples of plagiarism are turning in copies of other student's assignments as your own, copying words from an article or website without appropriately citing the work. Any work that is suspected of being plagiarized will be referred to the UGA Vice-President for Instruction.

Grading Concerns

Every effort will be made to evaluate student performance as objectively as possible. Grading rubrics will be provided to the teaching assistants. If you have concerns regarding a particular grade, please send an e-mail to both your TA and instructor outlining your concern. Either your TA or the instructor will contact you either by e-mail or phone to discuss the matter further.

Information on Withdrawals, Incompletes, Enrollment Status, Grade Assignments, Refunds, and Absences

All students should become familiar with UGA policies which govern situations in which you may need to withdraw from a course you are enrolled in. Please read information related to withdrawals, incompletes, enrollment status, grade assignments, refunds and absences by clicking on this link:

<http://www.uga.edu/studentaffairs/students/withdrawals.shtml>.

If you have questions about any of these topics, please email your instructor. In addition to this information, please be aware that students enrolled in a graduate course and receive an Incomplete for the final grade will have only the following semester to complete the work. If the missing work is not completed by that date grade turns into an "F".