

COURSE SYLLABUS SPED 4100/4100L

Instructional Methods for Individuals with Mild Disabilities

*Monday 2:30 – 4:25 in 520 Aderhold Hall
Wednesdays 3:00-4:25 in 581 Aderhold Hall*

Instructor: Shanna Hagan Burke, Ph.D.
Department of Special Education
533 Aderhold Hall (office)
(706) 583-8090 (voicemail)
sburke@coe.uga.edu

Co-Instructor: Donna Brown, Ed.S.
Department of Special Education
536 Aderhold Hall (mail box)
donnabrown@mindspring.com

*We strongly encourage the use of e-mail to ask questions, soliciting feedback, or schedule a meeting in person. Students are welcome to schedule meeting times with any instructor. Office hours for all instructors are by appointment.

Course Description

This course focuses on the practical application of research-based instructional methods for students with or at-risk for high incidence disabilities. Students enrolled in this course will be expected to (a) demonstrate knowledge of the theoretical frameworks underlying instructional practices that have been shown to be effective for students with mild disabilities, (b) develop and use appropriate assessment tools for instructional decision-making, (c) develop appropriate instructional lessons based on assessment information and models of effective instruction, and (d) generate appropriate modifications and adaptations for content-area curricular materials.

Required Text

Bos, C.S., & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston, MA: Allyn & Bacon.

Note: There are some required additional readings that will be provided by the instructors in advance.

General Considerations

1. REGULAR ATTENDANCE is required for all scheduled class meetings. Students are responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is emphasized to ensure that students receive opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) present information to others, (d) acquire information from lectures and presentations, (e) participate in course-related activities, and (f) submit required assignments. **Students lose participation points for each class that they miss, arrive late, or leave early. Students who miss more than three class meetings will be dropped from the course enrollment.**

2. Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read all pre-assigned readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. The implication is that students have reviewed information from previous readings and class meetings. Students are responsible for preparing and presenting questions when information from readings or class meetings is unclear.

3. All assignments must be submitted ON OR BEFORE THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date may be returned ungraded or will be assigned a lower evaluation. Prior notification is required for excused late assignments.

4. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (4th ed.) (1994). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.

5. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student may receive zero points for the assignment, and/or a grade of "F" for the course, and may be expelled from the University. For specific information, review the UGA publication *A Culture of Honesty: Policies and Procedures on Academic Honesty*.

6. Every effort will be made to evaluate student performance as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment. Final course grades will be based on the number of points accrued from the submission of required products. A course grading scale is provided in this syllabus.

7. The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. In the event that an "I" grade is appropriate, students should notify the instructor at the time such circumstances arise. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the quarter.

8. Students with disabilities who anticipate a need for special accommodations in this course should meet with the instructor early in the semester.

Course Activities and Requirements for SPED 4100:

1. **Preparation, Participation and Professionalism** (12 points possible). Students may earn a total of 12 points (12% of their final grade) for attending class prepared and participating in class proceedings in a professional manner. Points may be earned for (a) class attendance, (b) periodic “quiz” questions, (c) participation specified class activities. There will be no make-up participation points for students who are late or absent from class. This is not negotiable. Opportunities to earn participation points are distributed throughout the semester so that missing one class will not jeopardize a student’s final grade in this course.
2. **Article Reviews** (2 for a total of 8 points). Three articles will be assigned at various times during the semester. Students will be asked to provide a one page summary of the major points from the article and a one page reaction to the article. A sample article review format is included in this syllabus.
3. **Applied Assignments** (3 for a total of 30 points). Three application assignments will be offered throughout the semester. Assignments will allow students to apply course content and result in applied products useful for educators.
4. **Tests** (3 for a total of 50 points). Each test will allow students to apply concepts and techniques covered in assigned readings and class meetings. The final test will be cumulative and focus on major concepts/applications addressed throughout the course. All tests must be taken during their scheduled times. Test items may include a variety of formats (e.g., multiple choice, true/false, short answer, application exercises, and matching questions).

Weight	SPED 4100 Assignment	Points Earned
12%	Preparation, Participation and Professionalism	= _____ /12
4%	Article Review #1	= _____ /4
4%	Article Review #2	= _____ /4
10%	Applied Assignment #1: LINKS strategy	= _____ /5
5%	Applied Assignment #2: Comprehension	= _____ /10
10%	Applied Assignment #3*Modifying Content	= _____ /15
15%	Test 1	= _____ /15
15%	Test 2	= _____ /15
25%	Test 3 (Final)	= _____ /20
= 100%	Total Points Earned →	= _____ /100

* Assignment 3 will also serve as your program portfolio component representing this course.

SPED 4100 Lab Assignments

You will be given specific directions for each of the assignments listed below. Students are strongly encouraged to read assignment descriptions carefully and organize products based on the components of those descriptions.

Students who will be placed in school settings during this semester are encouraged to take advantage of opportunities to apply these assignments when appropriate. Your lab grade, however, will be based on the design of each product submitted (rather than their application in school settings).

Tentative LAB Assignment List

Date Assigned	SPED 4100 LAB Assignment	Points Earned	Due Date
	1. Weekly Lesson Plan Format: Beginning Reading	= ____/25	
	2. Story Grammar Map*	= ____/10	
	3. Content-Area Curricula: Active Thinking Strategy	= ____/20	
	4. Extended Lesson Planning: (Topic of your choice)*	= ____/20	
	5. Teaching Social Behaviors Lesson Plan	= ____/20	
	Preparation, Participation and Professionalism	= ____/5	
	Total Points Earned→	= ____/100	

** You may work with a classmate to complete LAB Assignments #2 and #4. You are encouraged to work with a partner for these assignments.*

Tentative Agenda

Wk	Date	Topic	Readings	Due*
1 M	1/13	Course Introduction & Syllabus Review		
W	1/15	-- Overview of Course Syllabus -- The Teaching-Learning Process	Ch 1	
2 M	1/20	No Class: Martin Luther King Jr. Holiday		
W	1/22	-- The Teaching-Learning Process -- Article Review #1	Ch 1	
3 M	1/27	Oral Language	Ch 3	
W	1/29	-- Introduction to Effective Reading	Ch. 4	Article Review 1
4 M	2/3 Brown	-- Introduction to Learning Strategies	TBA*	
W	2/5 Brown	-- Learning Strategies: LINC'S and SLANT -- Assignment 1 Vocabulary Strategy	Ch. 4	
5 M	2/10	Phonological Awareness and Beginning Reading	Ch 4	
W	2/12	-- Reading Fluency and Comprehension	Ch 5	
6 M	2/17	Reading Fluency and Comprehension <i>Assignment 1: Vocabulary Strategy</i> <i>Assignment 2: Reading Comprehension</i>	TBA*	
W	2/19	Reading Fluency and Comprehension Lab 1: Teaching Beginning Reading Format	Ch 5	
7 M	2/24	-- Reading Fluency and Comprehension -- <i>LAB 2 Story Grammar (with Partner)</i>	Ch 5	Assignment 1 Assignment 2
W	2/26	Test 1 (readings to date and class notes)		Test 1
8 M	3/3	Written Expression	Ch 6	Lab 1
W midpoint	3/5 Brown	--Written Expression - Learning Strategies	Ch 6	Lab 2
9 M	3/10	-- Written Expression -- Content Area Learning and Study Skills	Ch 6 & 7	
W	3/12	-- Content Area Learning and Study Skills	Ch 7	
10 M	3/17	No Class: SPRING BREAK		
W	3/19			

Wk	Date	Topic	Readings	Due*
11 M	3/24 Brown	-- Learning Strategy: The Active Thinking Method -- -- LAB 3: Active Thinking Strategy	Ch 7	
W	3/26	-- <i>Content Area Learning and Study Skills</i>	Carnine et al., 1997	
12 M	3/31	-- Applied Assignment 3 -- Test 2 (readings to date and class notes)		Test 2
W	4/2	--Teaching Mathematics -- Article Review #2	Ch 8	LAB 3
13 M	4/7 Brown	--Teaching Mathematics --Learning Strategies for Mathematics	Ch 8	
W	4/9	--Teaching Mathematics LAB 4: Extended Lesson Plan (with partner)	Ch 8	Assignment 3
14 M	4/14	Socialization & Classroom Management	Ch 9	Article Review 2
W	4/16	--Socialization & Classroom Management --LAB 5: Teaching Behavior	TBA	Lab 4
15 M	4/21	Transition Planning and Life Skills	Ch 10	
W	4/23	Communicating with Parents and Other Professionals	Ch 12	Lab 5
16 M	4/28	Review of Big Ideas from Course		
W	4/30	TBA		
R	5/1 Last Class	Test 3 (readings to date and class notes)		Test 3

* To Be Assigned: Readings may be assigned and/or provided in advance to be read by this class date.