

**COURSE SYLLABUS
SPED 4100/4100L**

**Instructional Methods for Individuals with Mild
Disabilities**

**Instructor: Clay Crowder, M.Ed.
Department of Special Education**

550 Aderhold Hall
University of Georgia
Athens, GA 30602
(706) 542-1315

crowder2@uga.edu

4100 meets from **2:30 to 4:25** on Mondays and from **3:35 to 4:25** on Wednesdays.
The associated Lab, 4100L, meets from **4:30 to 5:30** on Wednesdays.
Room 520, Aderhold Hall

Course Description

This course is the first of two core requirements (SPED 4100/L and SPED 4200) that focus on effective teaching for students with or at-risk of mild disabilities. Emphasis is placed on research-based instructional methods spanning grades K-12. 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) identify appropriate techniques for instructional decision-making, (c) demonstrate initial competence with the application of instructional methods, (d) develop appropriate instructional lessons that incorporate models of effective instruction, and (e) generate appropriate modifications and adaptations for curricular materials.

Course Objectives

The primary objective of this course to prepare future educators to meet all standards identified by the Council for Exceptional Children as essential for beginning special education teachers. Course readings and content are carefully aligned with CEC's *Standards for All Beginning Special Education Teachers* as listed below. The course agenda (pages 7 & 8 of this syllabus) cross-references the numbers of those standards addressed during each course meeting

Required Text*

Mastropieri, M.A., & Scruggs, T.E. (2004). *The Inclusive Classroom: Strategies for Effective Instruction*. Upper Saddle River, NJ: Pearson Education Inc.

Additional Readings

Carnine, D. (2000). Why education experts resist effective practices (and what it would take to make education more like medicine). Thomas B. Fordham Foundation, 3-18.

Dewey, J.(1897). My pedagogic creed. The School Journal, Volume LIV, Number 3, pages 77-80.

Moats, L. C. & Farrell, M. L. (1999). Multisensory Instruction. In Multisensory teaching of basic language skills. (pp 1-15). Baltimore, MD: Paul H. Brooks Publishing Co.

*Note: Additional readings may be required and will be identified by the instructor in advance.

CEC Content Standards for All Beginning Special Education Teachers

1. Foundations: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Development and Characteristics of Learners: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. Individual Learning Differences: The teacher understands how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Learning Environments and Social Interaction: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. Communication: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
7. Instructional Planning: The teacher plans instruction based upon knowledge of subject matter, student, the community, and curriculum goals.
8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Professional and Ethical Practice: The teacher is 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) who actively seeks out opportunities to grow professionally.
10. Collaboration: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning

General Considerations

1. **COMMUNICATION:** Students are required to have access to a UGA e-mail account. Information regarding the course will be sent to this address, and students are expected to check the account at least every two days. I strongly encourage the use of e-mail for asking questions, soliciting feedback, or scheduling a meeting in person. You are welcome to schedule meetings with me as necessary. All office hours are by appointment.
2. **REGULAR ATTENDANCE:** Regular attendance is required for all scheduled class meetings. Students are responsible for all 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 who miss more than three class meetings will be dropped from the course enrollment. Some circumstances justify absences, but these must be communicated to the instructor. Unexcused absences or chronic lateness to class will result in a reduction of your final grade at the discretion of the instructor.**
3. **PREPARATION:** 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.
4. **PROMPTNESS:** 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.
5. **WRITTEN PRODUCTS:** 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 (5th ed.) (2002). **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.
6. **PLAGIARISM:** 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*.

7. **EVALUATION:** 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. ALL WRITTEN AND APPLIED ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A GRADE OF 'A' IN THE COURSE.
8. **INCOMPLETE OR "I" GRADES:** The assignment of Incomplete 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. Should circumstances arise that warrant the assignment of an Incomplete, the instructor must be notified immediately. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the semester.
9. **CELL PHONE USE:** Cell phone use during class is extremely disruptive. It shows a lack of respect for fellow students and the instructor, so please avoid it. The only exceptions are for those who: a) are pregnant or ill, or who have close family members who are, and b) have young children at home who may need to contact them.
10. **WEB CT:** A Web CT site has been constructed for this course, which allows students to access course readings, notes, and useful websites. Students must understand how to access Web CT (either from home or from a University computer), download documents, and follow posted hyperlinks to websites. Specific instruction for these skills will be provided early in the course.
11. **LIVE TEXT:** Students will be required to establish an account with College Live Text, which will be used in all classes for the development of a professional on-line portfolio. The charge for this service is approximately \$79.00. You will receive instructions on how to establish an account and on how to use to Live Text system.
12. **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 (10% of course grade):** Ten percent of your final grade will be based on class preparation and participation, as well as your professional behavior within the class. At this point in your program of study, you are expected to demonstrate your growing knowledge through active participation in classes and not simply through passive listening. You should be prepared to respond to questions from the instructor, seek clarification by posing relevant questions regarding readings or class lectures, and participate in class activities with enthusiasm. **Professional behavior is expected at all times.** Please refrain from distracting behavior during class (e.g., personal conversations, working on assignments from other classes, leaving and entering the room frequently). Should behavior within the class become problematic, I will e-mail you **once** regarding the matter to remind you of the expectations. If problems continue, I will schedule a meeting with you and your advisor to discuss potential solutions.
- 2. Quizzes (20% of course grade):** Twelve unscheduled quizzes will be given across the semester. Quizzes are intended to evaluate your knowledge and understanding of concepts covered in the assigned readings and in the class lectures. The content of quizzes will focus primarily on the material covered since the last quiz, but may also include questions pertaining to any concepts covered up to that point. The two lowest quiz grades will be dropped, and the remaining ten will be included in your final grade.
- 3. Written Assignments (25% of course grade):**

 - **Educational Philosophy (5%):** Developing a statement of one's personal educational philosophy is a critical task for new educators that requires exploring and clarifying one's beliefs. Students' written statements of philosophy will be incorporated into the Live Text on-line portfolio.
 - **Two Article Reviews (10%):** Two articles will be assigned for review during the semester. The first review will be based on an article distributed by the instructor. The second will be based on an article chosen by the student. Students will be asked to provide a summary of the major points from the article and their reaction to the article. Each of these assignments should be no longer than three double-spaced pages.
- 4. Mid-term and Final Examinations (45% of course grade):** Students will be evaluated at the mid-point and end of the semester with a written examination. Each test will allow students to demonstrate their knowledge of 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—make-up tests will not be given. Test items may be presented in a variety of formats (e.g., multiple choice, true/false, short answer, application exercises, and matching questions).

Evaluation Summary:

Weight	Assignment										Grade Earned	
10%	Preparation, Participation and Professionalism											
20%	Quizzes											
Quiz points earned_	1	2	3	4	5	6	7	8	9	10	11	12
5%	Educational Philosophy											
10%	Article Review #1											
10%	Article Review #2											
20%	Midterm Exam											
25%	Final Exam											
= 100%	Total Points Earned→											

Tentative Agenda**

Date	Topic	Readings	CEC Standards	Assignments Due
1/10	Course Overview, Review of Syllabus, Introduction to Effective Instruction		4 & 7	
1/12	Relationship of Educational Philosophy and Instruction	Dewey, J.	1 & 9	
1/17	MLK Holiday			
1/19	Effective Instruction and Design of Instruction	Chapter 6	4 & 7	
1/24	Effective Instruction and Design of Instruction	Chapter 6	4 & 7	
1/26	Inclusive Teaching	Chapter 1	1 & 10	
1/31	Overview of Students with Disabilities	Chapters 3, 4, & 5	2, 3, 4, & 6	<i>Group Presentations</i>
2/2	Overview of Students with Disabilities	Chapters 3, 4, & 5	2, 3, 4, & 6	<i>Group Presentations</i>
2/7	Direct Instruction (DI) Methods, Introduction to Literacy Instruction	Carnine, (2000)	1, 4, & 7	<i>Article #1 to be distributed</i>
2/9	DI—Language Skills and Emergent Literacy	Chapter 13	1, 4, & 7	CHECK ON CHANGING THESE DATES
2/14	DI—Beginning Reading Instruction	Chapter 13	1, 4, & 7	AND WHETHER SHANNA CAN COVER CLASS
2/16	DI—Beginning Reading Instruction	Chapter 13	1, 4, & 7	
2/21	DI—Reading Comprehension	Chapter 13	1, 4, & 7	Beginning Reading Instruction (LAB)
2/23	DI—Reading Comprehension	Chapter 13	1, 4, & 7	
2/28	DI—Written Expression	Chapter 13	1, 4, & 7	Reading Comprehension Questions (LAB)
3/2	DI—Mathematics	Chapter 14	1, 4, & 7	
3/7	DI—Mathematics	Chapter 14	1, 4, & 7	<i>Article Review #1</i>
3/9	MID-TERM EXAMINATION			
3/14	Spring break			

3/16	Spring break			
3/21	Learning Strategies—Introduction	Graham, S.	1, 4, & 7	
3/23	Learning Strategies—Reading Comprehension	Chapter 13	1, 4, & 7	
3/28	Learning Strategies—Vocabulary	Chapter 13	1, 4, & 7	Graphic Organizer (LAB)
3/30	Learning Strategies—Written Expression	Chapter 14	1, 4, & 7	<i>Approval for Article Review #2</i>
4/4	Learning Strategies—Motivation and Affect, Attention and Memory	Chapters 9 & 10	1, 4, 5, & 7	Vocabulary Strategies (LAB)
4/6	Learning Strategies—Study Skills and Organization	Chapter 11	1, 4, 5, & 7	
4/11	Cooperative Learning and Peer Tutoring	Chapter 8	1, 4, & 7	
4/13	Multi-Sensory Instruction	TBA	1, 4, & 7	
4/18	Differentiated Instruction	TBA	1, 4, & 7	IEP Goals and Objectives (LAB)
4/20	PRESENTATIONS			<i>Article Review #2 due</i>
4/25	PRESENTATIONS			<i>Educational Philosophy</i>
4/27	PRESENTATIONS, COURSE SYNTHESIS, COURSE EVALUATIONS	OPTIONAL CUMULATIVE REVIEW		
5/2	FINAL EXAMINATION			
5/4				

* CEC's *Standards for All Beginning Special Education Teachers* are identified by each standard's corresponding number.

** Content of class lectures and the schedule of topics may be changed. Students will be notified of necessary changes as soon as possible.

SPED 4100 LAB

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 are placed in school settings this semester are encouraged to take advantage of opportunities to apply these assignments when appropriate. Your lab grade, however, is based on the quality and design of each product submitted rather than their application in school settings.

Tentative LAB Assignment Schedule

Date Assigned	4100 LAB Assignment	Percentage of Grade	Points Earned	Due Date
	1. Beginning Reading Instruction Lesson*	15		
	2. Direct Instruction Lesson for Reading (Guided Lab)	20		DUE DATES WILL BE SCHEDULED WITH THE INSTRUCTOR
	3. Reading Comprehension Questions	15		
	4. Graphic Organizer	15		
	5. Vocabulary Strategies	15		
	7. Developing IEP Goals and Objectives	20		
	TOTAL	100		
	TOTAL POINTS EARNED→			

*** You are encouraged to complete these assignments with a partner.**

Summary of Assignments

Teaching Beginning Reading: Students will develop a week of consecutive lesson plans for teaching decoding skills to beginning readers. This applied assignment will allow students to demonstrate their understanding of the scope and sequence for introducing basic decoding skills to students with learning problems.

Direct Instruction Reading Lesson: Students will deliver a scripted reading lesson geared toward secondary learners with decoding deficiencies. This applied lesson will allow students to demonstrate their mastery of signaling correct responses, pacing, and behavior management while delivering a direct instruction reading lesson.

Development of Reading Comprehension Questions: Students will demonstrate their ability to design literal and inferential comprehension questions for use during passage reading instruction. Questions and anticipated student responses should clearly demonstrate a student's understanding of the difference between literal, textually implicit, and scriptually implicit questions as well as their application for teaching/assessing comprehension.

Graphic Organizer Development: Students will develop a graphic organizer designed to aid students in learning concepts, procedures, or information.

Vocabulary Strategy: Students will demonstrate their understanding of the LINC'S learning strategy and its application for increasing students' understanding and recollection of vocabulary

Development of IEP Goals and Objectives: Students will integrate their knowledge of assessment and instructional planning by generating appropriate instructional goals based on a present level of performance summary and other relevant information.

