

Course Syllabus

[Jump to Today](#) [Edit](#)

EDSP 5243 - Methods of Teaching Learning Disabled

Textbook: Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). Teaching students with learning problems (8th ed.). Boston: Pearson. Print Edition's ISBN: 9780137033782

Mission

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant-leaders who impact the world for Christ.

The School of Education Mission

“Educators who demonstrate scholarship within a Christian ethic of care.”

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers (leaders) should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Teachers and teacher candidates (leadership candidates) who demonstrate competence in meeting the requirements of the ADEPT Performance Standards, as well as INTASC Principle 10 (constituent relations), and ELCC Standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose teaching (leadership) practices are aligned with INTASC Principles 1 through 9 (ELCC Standards) and the School of Education's dispositions (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to Christian ethic of care to self, learners, colleagues, community. As Southern Wesleyan

prepares teacher (leadership) candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and ELCC Standards. Teacher (leadership) candidates performance during clinical (internship) experience are assessed using South Carolina's assessment standards as found in ADEPT (Assisting, Developing, and Evaluating Professional Teaching). These standards are aligned with the INTASC (ELCC) Principles.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Course Description

This course is designed to provide knowledge of methods, materials, and current research related to instructing and improving outcomes for students with learning disabilities.

Course Prerequisites

Characteristics of Learning Disabilities (EDSP 5233)

Course Learning Outcomes

Enduring Understandings

Candidates will

1. understand that each person is created by God to be a unique individual with strengths and needs.
2. understand that the varying abilities and behaviors of students with exceptional learning needs can affect the individual's learning and social interactions.
3. understand the importance of selecting, adapting, and using evidence-based instructional strategies to individualize instruction for

students with exceptional learning needs.

4. understand the importance of developing a supportive learning environment for all students, regardless of background or ability.
5. understand that it is the responsibility of the special educator to act professionally and ethically.

Upon completion of this course, candidates will

1. identify research-based instructional strategies to meet the individual needs of students with learning disabilities.
2. select and implement strategies to teach basic skills in reading, writing, and mathematics.
3. select and systematically teach comprehension and self-monitoring strategies to students with learning disabilities.
4. develop adaptations and modifications to the general education curriculum to meet the needs of students with learning disabilities.
5. modify the learning environment to manage behaviors.
6. use performance data to make instructional decisions.

CEC Standards

1. Foundations- Understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
2. Development and Characteristics of Learners- Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
3. Individual Learning Differences- Understand how primary language, culture, and familiar backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
4. Instructional Strategies- Possess a repertoire of evidence-based instructional strategies.
5. Learning Environments and Social Interactions- Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
6. Language- Match their communication methods to an individual's language proficiency and cultural and linguistic differences; provide effective language models; and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.
7. Instructional Planning- Realize that individualized decision making and instruction are at the center of special education practice; develop long-range individualized instructional plans anchored in both general and special education curricula, and, in addition systematically translate these individualized plans into carefully selected short-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
8. Assessment- Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized

instructional programs, as well as to adjust instruction in response to ongoing learning progress.

9. Professional and Ethical Practice- Guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges.

10. Collaboration- Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

Course Learning Assignments and Assessments

Grading Guidelines

Discussion Participation	25%
IRIS Modules & Web Activities	25%
Projects	30%
Chapter Quizzes	20%
Total	100%

Discussion Participation (25%)

There are two types of discussions in this course - weekly discussion questions and informal discussion boards. Communication within a discussion will demonstrate respect and compassion for all discussion participants. Nothing will be written in a discussion that you would not say face-to-face to a person that you highly respect. Communication will be in standard English without the use of jargon or short cuts i.e., no initials standing for words such as LOL or BTW-nor will words be written in all capital letters.

Weekly discussion questions or prompts related to course readings or activities will be posted at the beginning of each week. Responses to discussion prompts should be written in scholarly language. If you are citing information from sources that would not be known to all forum participants, include the source reference at the end of your post. Responses to posts should not only acknowledge what was posted, but should also add to the discussion. "I agree" is not an acceptable response. Specific requirements for each discussion are included with each discussion prompt. A grading rubric can be found on the course website and can be found in Appendix H of this syllabus.

In addition to weekly discussions, there are also two informal discussion boards for your use. The Student Union and The Chapel are ongoing informal discussions designed for sharing with one another in the same way that you would communicate with a friend. There are no requirements for posts and no restriction on the use of images such as emoticons to convey feelings.

IRIS Modules & Web Activities (25%)

The purpose of these assignments is to explore professional web-based resources. Instructions for completing each activity are located within each session description in the syllabus and on the course website. A grading rubric is attached to each assignment on the course website and can be found in Appendix H of this syllabus (Discussion Rubric).

Projects (30%)

The purpose of these assignments is to gain practical experience in locating and using evidence-based practices to improve outcomes of students with learning disabilities. Instructions for completing each project and grading rubrics are located under the Files tab on the course website. The grading rubrics can also be found in the appendices of this syllabus.

Strategy File

The purpose of this assignment is to use information from your textbook, professional web-based resources, and professional journals to create a “file” of possible Tier 1 and Tier 2 interventions for students with learning disabilities. Instructions for completing this assignment are located under the Files tab on the course website. The grading rubric can also be found in the course files and in Appendix E of this syllabus.

Scripted Lesson Plan

The purpose of this assignment is to develop one scripted lesson plan that incorporates the effective use of direct, explicit instruction. Instructions for completing this assignment are located under the Files tab on the course website. The grading rubric can also be found in the course files and in Appendix F of this syllabus.

CBM Simulation

The purpose of this assignment is to engage in a simulated process of monitoring student progress using curriculum-based measurement (CBM), collecting and graphing student performance data, and making instructional decisions based on this data. Instructions for completing this assignment are located in the Files tab on the course website. An assignment template and grading rubric are also on the course website and in Appendix G of this syllabus.

Chapter Quizzes (20%)

Weekly online quizzes are designed to assist you in assessing your understanding of the content within the textbook. Each quiz consists of

a minimum of 25 questions that you are expected to answer within the timed online format. You will have an opportunity to review your answers and take the quiz up to three times.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

New Designation	Numeric Value for GPA	Percentage Value
A	4.0-3.9	100-96
A-	3.7	95-93
B+	3.4	92-90
B	3.0	89-87
B-	2.7	86-84
C+	2.4	83-81
C	2.0	80-78
C-	1.7	77-75
D+	1.4	74-73
D	1.0	72-70
F	0.0	Below 70

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams.

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12- point font. Titles, etc., can be in a larger font size.
- Students must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.

- A cover sheet should include the student's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the student desires.
- The learning team report is to
 - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
 - present opposing/alternative views concerning the issues.
 - generate creative solutions that are original, not someone else's.
 - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
 - contain accurate and complete data.
- The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

TEXTBOOK

Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). Teaching students with learning problems (8th ed.). Boston: Pearson. Print Edition's ISBN: 9780137033782

TECHNOLOGY REQUIREMENT

To be successful in this course, all participants are expected to have access to a reliable Internet connection, an updated Internet browser (preferably Internet Explorer or Firefox), a PDF reader, a Flash Player, and Microsoft Office. Participants will also need access to a computer that has speakers, a sound card, and a video card capable of 800 x 600 pixel resolution.

In addition, the course site and SWU e-mail are the primary tools for class communication, assignments, handouts, etc. Therefore, all participants must have access to the course site and SWU e-mail. Participants are expected to access the course site and SWU e-mail on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

SWU is not responsible for and does not provide technical support for home computers. However, if a student needs to reach technical support personnel, he/she should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Other Expectations

Participants are also expected to

- complete all assignments in compliance with weekly due dates.
- review each week's assignments and develop a plan for managing time appropriately to submit coursework prior to designated due dates/time.

Course Policies and Miscellaneous Information

Attendance Policy

Face-to-face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).


A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than 25% of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity



Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.











If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.










LEARNING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Southern Wesleyan University provides a variety of services for students with documented learning disabilities on a case-by-case basis. To qualify for services, students must contact SWU's Student Success Manager to begin the process of requesting accommodations. Contact the Student Success Center on the main floor in the library, contact Accommodations@swu.edu (<mailto:Accommodations@swu.edu>) or 864-644-5137, for more information. Visit the [Student Success Center](https://www.swu.edu/academics/academic-support-and-resources/student-success-center-services/)  (<https://www.swu.edu/academics/academic-support-and-resources/student-success-center-services/>) website.

Course Summary:

Date	Details	Due
	 CBM Simulation Project (https://swu.instructure.com/courses/956619/assignments/3180801)	
	 IRIS Introduction (https://swu.instructure.com/courses/956619/assignments/3149955)	

Date	Details	Due
	 Quiz_Ch. 11 & Ch. 12 (https://swu.instructure.com/courses/956619/assignments/3184519)	
	 Quiz_Ch. 13 & Ch. 14 (https://swu.instructure.com/courses/956619/assignments/3184590)	
	 Quiz_Ch. 9 & Ch. 10 (https://swu.instructure.com/courses/956619/assignments/3181951)	
	 Quiz_Ch 1 and Ch 2 (https://swu.instructure.com/courses/956619/assignments/3149719)	
	 Quiz_Ch 7 & Ch 8 (https://swu.instructure.com/courses/956619/assignments/3150483)	
	 Quiz_Ch. 3 & Ch. 4 (https://swu.instructure.com/courses/956619/assignments/3150210)	
	 Quiz_Ch. 5 & Ch. 6 (https://swu.instructure.com/courses/956619/assignments/3150300)	
	 Scripted Lesson Plan (https://swu.instructure.com/courses/956619/assignments/3180800)	
	 Session Five: IRIS Module 3_Classroom Assessment Part 2 (https://swu.instructure.com/courses/956619/assignments/4715223)	
	 Session Five: Kristin (https://swu.instructure.com/courses/956619/assignments/3149851)	

Date	Details	Due
	 Session Four: Management (https://swu.instructure.com/courses/956619/assignments/3150334)	
	 Session Four: Motivation Challenge (https://swu.instructure.com/courses/956619/assignments/3150333)	
	 Session Four: Reading Assessment (https://swu.instructure.com/courses/956619/assignments/3149847)	
	 Session One: Ms. Foreman (https://swu.instructure.com/courses/956619/assignments/3149864)	
	 Session Seven: Mr. Boyd (https://swu.instructure.com/courses/956619/assignments/3149856)	
	 Session Seven: Strategy File Share (https://swu.instructure.com/courses/956619/assignments/3187495)	
	 Session Six: Mr. Dumphy (https://swu.instructure.com/courses/956619/assignments/3149854)	
	 Session Three: IRIS Module 2 Classroom Assessment Part 1 (https://swu.instructure.com/courses/956619/assignments/3150229)	
	 Session Three: Jeff's inability to get along with peers (https://swu.instructure.com/courses/956619/assignments/3149841)	

Date**Details****Due****Session Two: Testing Modifications**

<https://swu.instructure.com/courses/956619/assignments/3149839>

**Session Two:IRIS Module
1_Accommodations to the Physical
Environment**

<https://swu.instructure.com/courses/956619/assignments/3149947>

**Strategy File**

<https://swu.instructure.com/courses/956619/assignments/3180803>