

**WAYNE STATE  
UNIVERSITY**  
COLLEGE OF EDUCATION  
DIVISION OF TEACHER EDUCATION  
DETROIT, MI 48282  
(313) 577-0902 (313) 577-4091 Fax

**COURSE SYLLABUS**

<b>COURSE:</b>	SED5260.200.31664 Effective Instructional Strategies for Exceptional Learners
<b>COURSE CREDIT:</b>	3 Hours
<b>TERM/YEAR:</b>	Spring 2009
<b>LOCATION:</b>	LIVE - 1 <sup>st</sup> and only LIVE Meeting – COE room 116 Computer Lab*
<b>TIME/DAY:</b>	Friday, May15, 2009 from 5:00 – 7:00 (the only face-to-face classroom meeting)
<b>INSTRUCTOR:</b>	Dr. Mary F. Brady
<b>E-mail Address:</b>	mary.brady@wayne.edu
<b>Office:</b>	216 Education
<b>Phone:</b>	WSU office: 313-577-0902; Home office: 248-693-3515 M-F 8 am – 8 pm
<b>Office Hours:</b>	Virtual Office Hours Fri 6:30 – 9:00 pm (upon request)

\* Attendance is mandatory for the entire LIVE session. We will cover the entire semester's requirements at this time, as well as setting up and working with groups. Please make arrangements to have someone come to class in your place if you miss this important session. Prior arrangements must be made with Dr. Brady. Dr. Brady will NOT individually cover this class session during office hours, phone or email. You will be dropped from the class if you do not attend.

**COURSE DESCRIPTION**

Catalog description: Prereq: SED 5030 or equiv; admission to College of Education.  
Effective instructional strategies for students with special needs; multi-level and differentiated instruction, scaffolding, multi-modal instruction.

Note: This is an online course. We will only meet live the first class session. The remainder of the semester is online.

**COURSE OBJECTIVES / DEMONSTRATED LEARNING OUTCOMES**

**Students will** be involved with activities, projects, lectures and discussions designed to increase their awareness, knowledge and skills in providing services to children with special needs.

*Demonstrated Learning outcomes:* Class project and all the discussion board requirements.

**Students will** examine the historical aspects, legal mandates, procedures, rules, regulations and teacher responsibilities in complying with IDEA-04.

*Demonstrated Learning outcomes:* Chapter 12 – Transition identify purpose and features that can facilitate effective transitions for individuals with disabilities. Read Disproportionate Representation of Special Education

**Students will** demonstrate an understanding of RTI (Response to Intervention) by completing a project involving RTI.

*Demonstrated Learning outcomes:* Project– Response to Intervention Students demonstrate an understanding of the benefits of RTI by reading a case study of a struggling student suspected of having a learning disability by completing a recommended intervention approach. Read Disproportionate

## Representation of Special Education

**Students will** compare/contrast characteristics of mild to moderately high incidence disabilities; and select, adapt and use strategies for instruction.

*Demonstrated Learning outcomes:* Chapter 6: Oral Language Strategies (differentiating instructions /instructional techniques for students with disabilities, ESL students and at risk students – application in student’s classroom); Chapter 7: Reading Strategies (differentiating instructions /instructional techniques for students with disabilities, ESL students and at risk students – application in student’s classroom; create workshop on differentiated instruction); Chapter 8: Reading Comprehension Strategies (reading comprehension instructional techniques for students with disabilities; application in student’s classroom); Chapter 9: Written Language Strategies (individual students create a unit lesson plan to use in their own classroom [application] creating a unit plan include 3 lesson plan); Chapter 2: Content / Study Skills Strategies (content analysis and concept map; adaptation of lesson ); Chapter 11: Mathematics Strategies by designing a math game/activity; adaptations for math lessons for students with disabilities, ESL students and at risk students – application in student’s classroom. Read PAL strategy study. Read Strategies and Tactics for Effective Instruction; Differentiating Instruction.

**Students will** research instructional strategies, methods, techniques, curriculum material and apply modifications, by creating a lesson plan], which will enable students with special needs to be successful.

*Demonstrated Learning outcomes:* Chapter 9: Written Language Strategies by creating individual unit and lesson plans to use in their own classroom [application] creating a unit plan include a 5 day lesson plan and room layout. Read Strategies and Tactics for Effective Instruction; Read Differentiating Instruction. Read Understanding Why Students Avoid Writing / Dysgraphia Strategies

**Students will** demonstrate understanding of curricular design and instructional strategies for students with and without disabilities.

*Demonstrated Learning outcomes:* Chapter : Oral Language Strategies (differentiating instructions /instructional techniques for students with disabilities, ESL students and at risk students – application in student’s classroom); Chapter 7: Reading Strategies (differentiating instructions /instructional techniques for students with disabilities, ESL students and at risk students – application in student’s classroom; create workshop on differentiated instruction); Chapter 9: Reading Comprehension Strategies (reading comprehension instructional techniques for students with disabilities; application in student’s classroom); Chapter 10: Written Language Strategies (individual students create a unit lesson plan to use in their own classroom [application] creating a unit plan include a 5 day lesson plan and room layout); Chapter 1: Content / Study Skills Strategies (content analysis and concept map; adaptation of lesson ); Chapter 11: Mathematics Strategies by designing a math game/activity; adaptations for math lessons for students with disabilities, ESL students and at risk students – application in student’s classroom. #8 Discussion Board Accelerated Math PowerPoint post summary; Read Strategies and Tactics for Effective Instruction; Read - Differentiating Instruction. Read Understanding Why Students Avoid Writing / Dysgraphia Strategies

**Students will** share instructional strategies, which offer the ability to accommodate a variety of student achievement and ability levels, including non-categorical students.

*Demonstrated Learning outcomes:* each group project will be shared with the class to access at the end of the semester

**Students will use effective instructional strategies for applying various study skills to academic areas in general education.**

*Demonstrated Learning outcomes:* Chapter 1: Content / Study Skills Strategies (content analysis and concept map; adaptation of lesson). Read Learning Strategies; Read Framing and Graphic Organizers; Read - Memory Strategies for Students

**Students will** collaborate with regular educators to develop curricula, testing, and instructional adaptations that promote success for learners with and without disabilities.

*Demonstrated Learning outcomes:* Chapter 9: Coordinating Instruction / Collaborating and Co-teaching Strategies (application) students meet with a general education teacher to plan lessons together and then identify ways students benefit from having collaboration with general education and recognize why collaboration is important to the process of inclusion.

**Students will** use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning.

*Demonstrated Learning outcomes:* Chapter 3 RTI – Response to Intervention (application) Students demonstrate an understanding of the benefits of RTI by reading a case study of a struggling student

suspected of having a learning disability by completing a recommended intervention approach; Semester long Group project collaboration; Synchronous Skype sessions and Virtual Classroom; Asynchronous email group and class discussion board); Students will use technology to complete an online group project and to communicate using VoIP (SKYPE). Students will learn these communication skills and share in their reflection how they can be applied in their professional life; Read - Intervention Research and Bridging the Gap between Research and Practice and read Scientific Methods & Evidence-based Practices

**Students will demonstrate how to apply assessment results to their differentiated instruction.**

*Demonstrated Learning outcomes* Read Chapter 1 pp. 18-28 Features of Effective Instruction and Types of Evaluation Measures. Chapter 10: Written Language Strategies by creating individual unit and lesson plans to use in their own classroom [application] creating a unit plan include a 5 day lesson plan and room layout.

**Students will develop an understanding of the impact of special education on parents and the family.**

*Demonstrated Learning outcomes* By reading an article "A Mother's Story" and posting a reaction to the reading in the discussion board. Read - Mother's Story

**Student will demonstrate an understanding of the instructional methodology objectives of the MTTC (Michigan Test for Teacher Certification).**

*Demonstrated Learning outcomes: MTTC – Summaries - Methodology and Instruction* Each student creates three MTTC questions in their specialty to demonstrate understanding of the MTTC objectives, which align with the MI Teaching Standards for special education teachers. Read Intervention Research and Bridging the Gap between Research and Practice and read Scientific Methods & Evidence-based Practices. Upon completion of the course, students will complete a Final Form, which includes a course reflections and a summary of their understanding of the course objectives and CEC standards and how they will apply them in their profession.

## **CEC STANDARDS DEMONSTRATED AFTER COMPLETION OF THIS COURSE**

- Students will recognize the characteristics of students with learning and behavior problems. (BD2K3, LD2K3).
- Student will identify a student with whom they have worked or whom they know personally who exhibits characteristics of a learning disability or emotional/behavioral disorder. Students will use the instructional cycle to identify an appropriate educational or social goal for this child, to make a plan to implement effective instructional practices, and to evaluate progress toward this goal (BD4K4, LD4S1, LD7K3, LD8S1).
- Students will apply educational theories to guide instruction (BD 1K5, BD4S1, LD1K2, LD4S1, LD9S2), select one theoretical approach presented in Chapter 2, and explain how you could use that theory to guide instruction for individuals with learning or behavior problems.
- Students will select five principles for teaching language and explain how each can support language development for students with learning and behavior problems who exhibit difficulties with oral language (BD4K4, BD4S1, LD6K1, LD6K2, LD7K3, LD9S2).
- Students will describe activities that can be integrated into reading instruction in a general education classroom to develop basic skills in reading before referral and identification of learning disabilities in young children. (LD4S1, LD4S2, LD7K3, LD9S2).
- Students will prepare for meeting the needs of students who range in reading ability and their use of reading skills, choose several reading skills (e.g., phonemic awareness, decoding), and then use their knowledge of the CEC standards (LD4S2, LD4S8, LD4S1, LD9S2) to plan a lesson that is organized to meet the unique needs of individual students with learning disabilities and emotional or behavioral disorders who struggle with reading.
- Students will describe how instruction and practice in fluency can help students with learning disabilities and behavior problems become better readers (LD4S2, LD4S6, LD7K1, LD7K3, LD4S11).
- Students will apply their knowledge of the CEC standards related to reading comprehension (LD4S5, LD4S7, LD4S8, LD4S9, LD4S1, LD4S11) to describe why instruction in reading comprehension is particularly important for students with learning disabilities and behavior problems and identify how instruction in reading comprehension strategies can be used to assist individuals to access the general education curriculum.
- Students will describe the writing process approach to instruction and explain how its features are aligned with the CEC standards for written expression (BD4K5, LD4K5, LD4S5, LD4S6, LD4S10, LD4S11, LD5S1, LDS4).

- Students will describe why teaching vocabulary and key concepts is important for students with learning and behavior problems, and give several examples of ways in which to integrate vocabulary and concept instruction into content area teaching (LDS1, LD4S7, LD4S5, LD4S1).
- Students will identify what steps they would take to build an individualized math program for this student (i.e., identify the needs, select target skills, teach, and monitor progress)? (BD4K5, LD4K3, LD4S2, LD4S6, LD4S7, LD7K3),
- Students will list factors that teachers should consider when designing or adapting tests for individuals with learning and behavior problems (LD4KI, LD8S1 LD4K5).
- Students will identify what important classroom features should be addressed to create a classroom environment that promotes pro-social behavior, and what systems should be in place when students exhibit inappropriate behaviors. (BD1K3, BD2K3, LD2K3, BD1K5, BD4K2, BD4S2, BD5S1, LD4S1).
- Students will describe the role of the special education teacher in coordinating the various aspects of transition services for students with emotional/behavior disorders or learning disabilities. (BD4K3, BD4K4, BD4K5, LD4S1, LD7K2).
- Students will describe how you might overcome the potential challenges of inclusion and co-teaching to benefit students with disabilities and those with emotional and behavioral problems in various settings. (BD4K2, BD10K3, LD4K2, LD7K2, LD10K1).
- Students will explain how can effective communication with parents and professionals assist you in identifying the needs of, planning for and providing appropriate interventions for, and monitoring progress of students with learning or behavior problems (BD4K4, LD4S1, LD7K3).

## DISPOSITIONS

Upon completion of the course, the student will display the following dispositions.

1. Promote and maintain a high level of competence and integrity in the practice of the teaching profession.
2. Exercise objective professional judgment in the practice of the teaching profession.
3. Apply cooperative / collaborative group skills necessary in the practice of the teaching profession.

## REQUIRED TEXT AND MATERIAL:

VALUE Package from the bookstore (Barnes and Noble – WSU main campus) consists of:

(Text) \* *Strategies for Teaching Students with Learning and Behavior Problems*, Ed 7 by Candace S. Bos & Sharon S Vaughn

(supplement access) \* *MyEducationLab* -- Student Access Code Card \* you will need the MyEducationLab access in order to successfully complete the course requirements.

\* packaged together for one price in bookstore (Campus Barnes and Noble – you can order the book online: <http://whywaitforbooks.com>.

**Note:** If you already have the textbook, you can purchase (approx: \$40.00) your MEL access code online. Go to: <http://myeducationlab.com/> and click on buy access.

**COURSE REFERENCES:** See list at Blackboard Course Site.

## ASSESSMENT / ASSIGNMENTS *(total of 1000 course points)*

<b>Professional Commitment</b>	-100 points
<b>MTTC Area III Summaries</b>	- 100 points
<b>Course Project</b>	- 340 points
<b>Quizzes</b>	- 360 points
<b>Midterm Examination</b>	- 100 points

### **Professional Commitment** *(10 points each – credited at the end of the semester)*

1. Attending the first mandatory class
2. Submitting Web Agreement form (signed)
3. Setting up Skype & utilize as a communication tool with instructor and colleagues
4. Filling out and submitting class list the first week of classes

5. Setting up your Home Page on Blackboard with a photo, personal and professional info posted
6. Active participation throughout the semester; Answering emails etc. in a timely fashion
7. Professional and cooperative behavior
8. Submitting assignments in on time
9. Submitting final requirement form
10. Submitting online course evaluation.

**Web Agreement** (form and details on course site and emailed to you)

**Class List** (document and directions emailed to you with Welcome Letter; also found on the course site)

**Blackboard Home Page** (Professional Commitment Points and Details on course site)

**Skype** (details on course site)

Every online student is required to create a personal page on Blackboard within the first week of classes.

To create a personal page Go to Bb and then Tools and follow the directions:

- Include a photo and some basic personal and professional background information.
- Also include the SED courses you still need to complete your degree/certification.
- Your personal page should be complete by the secondclass meeting.

*To view the personal pages, go under Communication, and click "Roster." This should give you a search box allowing you to search for a specific colleague or List All to see everyone in the class. The 'list all' option presents all the students in batches of 25 at a time.*

**Course Project** (refer to project for directions) All Project readings can be accessed through MyEducationLab.com or found in the Project Folder in the Assignment section of the course site.

**Quiz Requirements** 360 Points Ch 1, Ch 3, Ch 4, Ch 6, Ch 7, Ch 8, Ch 9, Ch 10 and Ch 11

Online quizzes are located on the Bb course site in the "Quiz" and "Assignment" sections of the course site. You can begin a quiz, save it and finish it later (not the midterm examination. There are nine chapter online quizzes, approximately 12 questions each chapter (approx. 2-5 points each); – total quiz points = 360 points. Quizzes and tests have a pool of questions, so your quiz/exam may differ from your classmates and change from semester to semester. All quizzes are open book and un-timed. The Midterm Examination is open book / notes, but timed for 30 minutes.

Quizzes will expire by 11:55 on the date that they are due. Quizzes will NOT be reopened beyond the due date / time. Missed / late quizzes will result in zero points for that quiz. No exceptions so please plan accordingly. It is best not to wait until the last minute to take your quiz, as we all know that technology will fail when we need it the most. Keep track of your scores using the Final Requirement form (found under the tab Assignments in the Final Folder).

**IDEA 2004 NCLB and AYP Midterm Examination** 100 points

Online, open book and timed for 30 minutes. There are 20 online objective questions.

The examination will cover IDEA 2004, NCLB, NCLB Assessment and AYP from the booklet *The Individuals with Disabilities Education Act as Amended in 2004 and a study guide (look for the TIPS document too)*. The preparation booklets are provided free by your textbook publisher and can be found (as a pdf document) on the course site, in the Assignment section, in the Midterm Examination folder.

The midterm study guide is available on the course site. The study guide will include EVERYTHING on the Midterm. The midterm will be open book, open notes. It is necessary to time the midterm examination since it is open book and open notes. Do not wait until the last minute to take the midterm examination. Internet connection, computer problems etc. will not be an accepted excuse for failure to complete the examination on time. The examination is available to take at least 2 weeks before the due date.

Remember, unlike your quizzes, you must complete the exam once it is opened, otherwise you will be locked out and lose the points for the examination.

If you attempt to copy, paste or print this exam, you will receive an error message and automatically be knocked out of the examination resulting in a failing grade – no exceptions.

**MTTC – Area III summaries**

You will complete an extensive project this semester in lieu of preparation for and taking a comprehensive

final examination. This project will cover all of the course objectives; as well as the objectives from the sub-area III of the Special Education MTTC. You are **STRONGLY** encouraged to begin working on this project right away and to continue working on this final project throughout the semester. You can locate the MTTC summaries details, template and rubric on the course site under the tab 'Assignments' in the MTTC Folder.

### Course Reflection & Grade Proposal

Around the time of the final class, you will submit electronically the Final Course Requirement Form (found under the tab Assignments in the Final Folder). This form will include your summary of earned course points, the Course Reflection and your final course grade proposal. Refer to the form for details found on the course site under the tab Assignment, in the Final Requirement folder.

### Course Evaluation

Direction for completing the online course evaluation will be emailed to you from the WSU Testing and Evaluation center.

**All assignments and details can be found on the course site under the tab 'Assignments.'**

### Course GRADING

**TOTAL POSSIBLE POINTS = 1000**

#### Final Evaluation and Grading

<b>A</b>	950 -- 1000 points
A-	930 -- 949 points
B+	910 -- 929 points
<b>B</b>	860 -- 909 points
B-	840 -- 859 points
C+	820 -- 839 points
C	770 -- 819 points
C-	750 -- 769 points
D+	730 -- 749 points
<b>D</b>	710 -- 729 points
D-	700 -- 709 points
F	699 and below

You can **check your grades from the Blackboard site** by going to Course Tools, then click on My Grades.

**IMPORTANT – Online Students!** *Course Evaluation and Grading:*

It is the discretion of the instructor to mark students down more than the course point schedule above due to **lack of online participation and / or turning in assignments late and / or not turning in an assignment(s)**. This is an online class and your attendance and performance is based on actively participating, reading and answering emails and turning in assignments on time.

You must demonstrate mastery and exemplary work to earn an A in this class. You will NOT earn an A for this class if you miss ANY course requirement.

Assignments are due on the date assigned – especially since this is an online class. Any late assignments (except quizzes and midterm examination) will be reduced by \*50% of the grade and not accepted after a week late. Late assignments will also affect your attendance points. Quizzes and the midterm must be completed on time and cannot be submitted late for 50% credit after a week. \*You can only re-submit one late assignment for 50% credit.

### General Note On Grading

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course.

For graduate students: B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.

Please note that there is a distribution of grades from A - F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

### WITHDRAWAL AND INCOMPLETE GRADE STATEMENT

Students are academically responsible for all courses in which they enroll. Students wishing to discontinue this class must follow the official withdrawal procedures.

Students desiring a grade of incomplete must submit their request to the course instructor prior to the end of the semester. An incomplete grade for this course will be given **only** for legitimate (and documented) deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor and not because of neglect on the student's part (for example: non-attendance, took too many classes, did not apply one's self, overwhelmed etc.).

Once approved for a grade of Incomplete, you will need to fill out a contract stating the course work that you will complete by the end of the following academic semester (fall or winter). A grade of Incomplete cannot be submitted unless I have this signed contract.

The instructor will submit the new grade to the Registrar's Office if all requirements for the course are submitted by the end of the following academic semester. If all work is not submitted by the end of the semester following the granting of the incomplete, a grade of F will be posted, unless stated otherwise in the contract.

### **Withdrawal Policy**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

### **EXTRA CREDIT** (*NO Extra credit points if any required assignments are missing or incomplete*)

Students who are unhappy with a grade have the opportunity to redo one assignment for a better grade (except quizzes and midterm examination). In order to take advantage of this option, the redo must be approved and turned in within one week of the project/assignment being returned. It must be submitted together with the original and a brief summary of the changes made. \*You can only re-submit one 're-do' assignment for 50% credit.

Please see the instructor if you need to do some extra credit work in order to achieve the grade that you are striving to achieve. Extra credit work (for points) cannot be honored if you are missing any required assignments. In other words, extra credit work (points) cannot be used to make up any missing work / points. Additionally, extra credit work cannot be used to get a grade of A for the class. A final course grade of A, which is exemplary work, must be earned through exemplary completion of all the course requirements. You can however, use extra credit points to bring your grade up to an A-.

### **GETTING HELP**

You will have a variety of resources from which to obtain assistance during the course. These include the following:

- (1) *Computer and Information Technology*. Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu)
- (2) *COE computer lab* - General Purpose Lab (room 114) has technicians available to assist you. Monday - Friday – for summer schedule please contact Donna Carroll at 313-577-8116 or [decarroll@wayne.edu](mailto:decarroll@wayne.edu). You can also use the Adamany Undergraduate Library Computer Lab 24/7 (refer to web site)
- (3) *Other students*. Your peers are a great source of information and can make excellent suggestions to you. My aim is that you will share with one another regarding your individual assignments / projects and provide assistance to one another. Please take responsibility for one another. If someone is having

difficulty, try to help him or her out and make sure they communicate with me.

- (4) *Email dialogue.* Talk to people online about issues, your projects, etc. This is a valuable way to get information. The class roster is located on Blackboard or use the Communication / email section of the Bb course. A confidential class list is available under Course information on the Bb site.
- (5) *Instructor.* I am willing to provide assistance on your assignments both within and outside of class. The best way to do this for me is via email, either directly or from the course website (please do not post your private questions or concerns on the Blackboard course site, however). Contact me if you have questions regarding how to approach an assignment / project or if you are having difficulty. I may also be able to put you into contact with other knowledgeable individuals or resources that may be helpful. My office hours are by appointment during spring and summer sessions. Turn around time for emails are generally less than 24 hours. I will NOT respond to questions that are covered during the first class session, covered in the syllabus or on the Blackboard site. I will respond, however, asking you to check your syllabus or the Blackboard site. I will not repeat information already covered or posted (unless you are asking for clarification).

## EXPECTATIONS

- Submission: All written assignments will be submitted as online attachments via email to [mary.brady@wayne.edu](mailto:mary.brady@wayne.edu).
- The college supports Microsoft software. All work must be submitted using Microsoft software (convert your Word Perfect or any other desk top publishing to .doc or .rtf)
- All email correspondences must include your course number in the subject line i.e.: SED5260. Include your full name in your emails.
- It is your responsibility to check the Blackboard "This Week Section" and your WSU email at least 2 times a week for updates and possible changes (due to the online nature of this course).
- Instructor is not responsible if you do not receive emails in the event you redirect your WSU email to your personal email and your personal email box is full, inactive or if you change your email address. It is highly recommended that you use your WSU AccessID email to ensure receiving all emails.
- You must save all assignments, taken from the Blackboard site, (i.e. MTTC project template) to your own computer. Some of the documents will open in Blackboard when you click on the link and you can actually type into the open document, but you cannot save your work on this document. So, you must have your own copy to begin working on your own assignment. Open your assignment, save it to your computer and then send it to your instructor via email attachment.
- Go to 'Student Help' section of the course site - if you need details about how to save a document from this course site on to your own computer.
- Course grades are available on the Blackboard site (go to 'Tools' section of the course site); however, official grades can be found on Pipeline.wayne.edu within 72 hours of the final day of class.
- This is a 3 credit hour class. **Rule of thumb:** One hour homework per credit hour, per week, which equates to six hours of work per week for this class – times 15 weeks, which equals 45 hours in class time plus 45 hours homework for a total of 90 hours minimum. Plan to spend a minimum of 6 hours (fall/winter semesters) 12 hours (spring/summer semesters) per week on this course.

## PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism: "Academic work submitted by a graduate student for graduate credit is assumed to be of her/his own creation, and, if found not to be, will constitute cause for the student's dismissal from the School" (Wayne State University Graduate Bulletin). Plagiarism is generally defined as claiming someone else's ideas, words or information. It constitutes intellectual theft. Plagiarism can be avoided by footnoting any data, language or ideas not of one's own creation. Paraphrasing or rewording of another's work without appropriate credit is also plagiarism. Similarly, plagiarism violates a student's responsibilities when a student purchases or otherwise acquires work done by another and submits it as one's own. Such behavior constitutes fraud, or cheating, and will result in disciplinary action. A related issue arises when a student takes a previously submitted course assignment and, making few or no changes, submits that assignment as part of the requirement for another course. This ethical violation of the student's responsibility to submit fresh, original work for each assignment will also be construed as plagiarism. Discovery of

any such practices will result in disciplinary action. Plagiarism will not be tolerated, and students could receive a failing grade on the test/assignment or a failing grade for the course. Refer to Course site under "Course Information." This statement applies to all work submitted for this course.

**ATTENTION STUDENTS WITH DISABILITIES**

"If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University."

**RELIGIOUS HOLIDAY OBSERVANCE:**

Please let me know in advance if you require an adjustment with your course requirements based on any religious observance.

**COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES and Course Samples**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Some will be used as samples in future classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course site. Students who do not wish their work to be used for accreditation purposes or course sample must inform the instructor in writing by the end of the semester. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

Thanks so much for taking this course with me. I look forward to working with each of you this semester.  
-Dr B

**Class Schedule & Assignments** (all assignments due by midnight on Saturday – \*unless otherwise noted)

Weeks	Assignments Due	Project Due
<b>Week 1</b> <b>1<sup>st</sup> Class</b> 5-15-09	WELCOME! Initial Mandatory Meeting – Introductions / Professional Commitment (Active Participation, Home Page, Skype and Final Form) / Blackboard / Textbook and MyEducationLab.com / Syllabus / Assignments: Quizzes / Course Project – Chapter activities/ IDEA 2004 Midterm Examination / MTTC Summaries	<b>Submit Project in the Discussion Board area</b> <b>Chapters 1, 3, 4 and 6 are due by midnight Week 3 May 30th</b>
Day 2 5-16-09	Home Page Skype set up Quiz chapter 1	
<b>Week 2</b> Day 1 *May 25	Chapter 1 Project: <i>The Teaching—Learning Process</i> <i>Activity 1:</i> module: RTI (Part 1): An Overview – <i>Activity 1:</i> Access: MyEducationLab (see course site for details)	
Day 2 *May 25	Quiz chapter 3 Chapter 3: <i>Response to Intervention Activity articles with questions: Activity 1</i> Access: MyEducationLab (see course site for details); <i>Activity 1:</i> Read: <i>A Parent’s Guide to Response-to-Intervention (RTI)</i>	
<b>Week 3</b> Day 1 May 30	Quiz chapter 4 Chapter 4 Project: <i>Promoting Social Acceptance and Managing Behavior: Activity 1:</i> Access: MyEducationLab (see course site for details) <i>Activity 2:</i> article: Promoting Social Acceptance (PowerPoint – course site) <i>Activity 3:</i> article: Mother’s Story (course site)	
Day 2 May 30	Quiz chapter 6 Chapter 6 <i>Assessing and Teaching Oral Language</i> <i>Activity 1:</i> video “Diana’s Language Sample” Access: MyEducationLab (see course site for details)	

<b>Week 4</b> Day 1 June 6	Midterm Examination (RTI, IDEA 2004, AYP and NCLB)	
Day 2 June 6	Quiz chapter 7	
<b>Week 5</b> Day 1 June 13	Chapter 7 Project: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition Activity 1: Access: MyEducationLab (see course site for details)	
Day 2 June 13	Quiz chapter 8 Chapter 8: <i>Assessing and Teaching Reading: Fluency and Comprehension</i> – Activity 1: case study “Fluency and Word Identification” Access: MyEducationLab (see course site for details) Activity 2: video “Defining Reading Comprehension” Access: MyEducationLab (see course site for details) Activity 3: module “Using Learning Strategies Access: MyEducationLab (see course site for details) Activity 4: detailed lesson (course site)	<b>Submit Project in the Discussion Board area</b> <b>Chapters 7, 8, and 9 are due by midnight Week 6 June 20</b>
<b>Week 6</b> Day 1 June 20	Quiz chapter 9 Chapter 9 <i>Assessing and Teaching Writing and Spelling</i> Activity 1: article Understanding Why Students Avoid Writing Access: MyEducationLab (see course site for details) Activity 2: article: Strategies for Dealing with Dysgraphia (course site) Activity 3: article: Helping Writers Find Power” Access: MyEducationLab (see course site for details) Activity 4: case study: “A Broken Arm Access: MyEducationLab (see course site for details)	
Day 2 June 20	Quiz chapter 10 Chapter 10 – <i>Assessing and Teaching Content Area Learning and Vocabulary Instruction</i> Activity 1: video “Vocabulary Strategies” Access: MyEducationLab (see course site for details) Activity 2: video “Reading a Textbook” Access: MyEducationLab (see course site for details) Activity 3: article: Memory Strategies (course site)	
<b>Week 7</b> Day 1 June 27	Quiz chapter 11 Final Exam MTTC Summaries (submit in DB)	<b>Submit Project in the Discussion Board area</b> <b>Chapters 10 &amp; 11, are due by midnight Week 7 June 27</b>
Day 2 June 27	Chapter 11 Project: Assessing and Teaching Mathematics Activity 1: video “Real World Math Methods” Access: MyEducationLab (see course site for details) Activity 2: article ‘Dyscalculia (course site) Activity 3: article: ‘Helping Students with Disabilities Participate in Standards-Based Mathematics Curriculum’ Access: MyEducationLab (see course site for details)	
<b>Week 8</b> Day 1 *June 30	Final Form (send via email) Course Evaluation	
<b>*July 3</b>	Final course grades will be posted on Pipeline	