

SpEd 583 – Content Area Instruction Spring 2014

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Text: Mercer & Mercer (2005). Teaching Students with Learning Problems, 8th Ed., Prentice-Hall.
Supplemental Materials Included: Special Education Reading Project (SERP)

Course Packet: There is also a course packet I put together to accompany the textbook. The course packet will be available in both the Commerce and Mesquite bookstores.

Course Description

This course will provide students with an understanding of the nature of reading and arithmetic and of the challenges faced by children and adolescents with a wide array of disabling conditions. Major approaches to remediation in reading and math will be reviewed enabling students to develop diagnostic-prescriptive programs.

Goals and Objectives

1. Understand the relationship between assessment and educational planning.
Identify formal and informal measures and instruments used for assessment in content areas and assessment procedures leading to instruction.
2. Understand instructional strategies for use in content areas.
Identify general and specific approaches useful with students with disabilities, including specific modifications.

SpEd 584 TExES Competencies--Generic Certification

The special education teacher...

- 002** understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- 003** understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
- 004** understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology. (light emphasis)
- 005** knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
- 008** promotes students' performance in English language arts and reading.
- 009** promotes students' performance in mathematics.

Assignments

Getting to Know You: Students will answer a few questions about themselves in the form of a short autobiography, so that your classmates and I can get to know you. You will be asked to give information about you degree sought, teaching experience, ambitions for the future, etc. If you can provide a picture of yourself so others get a feel for who they are talking to, that would be most helpful. **This assignment**

should be completed as part of a discussion thread for Week One.

Case Study: This assignment will consist of assessing a student in reading/language arts and mathematics, determining strengths and weaknesses, developing an individual instruction plan based on TEKS, and a plan for implementation. A template to use for developing the IEP will be available in eCollege. **This assignment will be submitted to the DropBox.**

Class Demonstrations: Two class presentations will be developed. One presentation will highlight reading programs and instructional strategies, the other approaches for mathematics instruction. You will need to consult the professional literature in the development of your presentations. Plan to supply classmates with a handout outlining the strategies you present. A sign-up sheet will be circulated to prevent duplication of presentation topics. **Demonstrations will need to be posted to 'Doc Sharing' in E-College 24 hours in advance.**

TEKS Comparison Questions: This assignment will have two parts. First, using the TEKS comparison charts provided in eCollege, each student will take a topic in each of the reading and math sections and make any needed updates. Secondly, each student will answer a list of questions related to the TEKS at each grade level in preparation for the reading and math lectures in part two of the course. **This assignment will be submitted to the Dropbox in two parts.**

Evidence-Based Practices Search:

- 1) Each enrolled student will develop an annotated bibliography containing 10 scholarly journal articles with suggestions for improving reading and math instruction (five for each area). These could be articles that summarize how to use a particular strategy or present concrete data on the effectiveness of interventions. **Articles need to be from refereed journals, not just items found on Google. Suggested journals include:**

Intervention in School and Clinic

Learning Disabilities Quarterly

Teaching Exceptional Children

Preventing School Failure

LD Forum

Exceptional Children

- 2) From your annotated bibliography, select one "reading" article and one "math" article to discuss in class.

This assignment will be submitted to DocSharing, so that you may have the benefit of seeing your classmates' findings.

Class Attendance and Participation: Professional behavior includes being punctual and attending ALL class sessions. Activities and discussions in class will be utilized to promote understanding and application of course content. You will be allowed one absence before your grade will be affected. Subsequent absences will reflect in your grade. Excessive absences will result in course failure or in being dropped from the class. These points *cannot be made up if class is missed*. Failure to complete course assignments, late work and non-participation in class discussions (online or face-to-face) may be reflected in your participation grade.

Grading:

Getting to Know You Activity	10 points
Case Study	50 points
Class Demonstrations (2 @ 50 points each)	100 points
Evidence-Based Practices Search	100 points
TEKS Comparison Questions	100 points
Attendance/Participation/Discussions	40 points
Total possible points	400 points

Grade Distribution:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 or lower	F

Anticipated Calendar of Events

Jan. 15	Overview of Syllabus and Course Requirements, Introductions, Choose Topics for Presentations Assignment #1 Due to Discussion Thread by Sunday at midnight: Getting to Know You Activity
Jan. 22	Planning and Organizing Instruction, Teaching Students and Managing Instruction, Chapters 2, 4; Discussion of Assigned Articles (found in eCollege)
Jan. 29	Promoting Social, Emotional, and Behavioral Development; Chapters 5,13
Feb. 5	Language Development; Reading Provided in eCollege
Feb. 12	Take-Home Assignment; Class Release Time TEKS Comparison Updated Chart and Answered Questions Due to DropBox by Sunday at Midnight
Feb. 19	Assessing Reading, Teaching Reading; Chapters 7-8
Feb. 26	Assessing and Teaching Spelling, Handwriting and Written Composition; Chapters 9-10
Mar. 5	Take Home Assignment; Class Release Time Evidence-Based Practices Search Due by Class time in DocSharing; Online Chat/Discussion of Findings
Mar. 12	SPRING BREAK
Mar. 19	Assessing Math, Mathematics Instruction; Chapters 11 & 12
Mar. 26	Take Home Assignment; Class Release Time Case Study Due by Sunday at Midnight
Apr. 2	Class time to Prepare Reading Demonstrations
Apr. 9	Class Reading Demonstrations
Apr. 16	Class time to Prepare Math Demonstrations
Apr. 23	Class Math Demonstrations
Apr. 30	Incorporating Transition Elements into Content Area Instruction. Chapter 14; Wrap-Up

Students With Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

STUDENT CONDUCT:

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

Plagiarism: "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." *Oxford English Dictionary.*

Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.

Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

Cheating On Examinations, Quizzes and Other Course Assignments: The *Oxford English Dictionary* defines the verb "to cheat" as: "2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead *into* (an action) by deception; 4. a. to deal fraudulently, practice deceit."

Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

IMPORTANT NOTES:

- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to

communicate any extenuating circumstances to the instructor **prior** to the due date of the respective assignment.

- **Please note that this syllabus serves as a guideline for the course and is subject to change as necessary.**

Distance Education Notes:

Due to the course being a send and receive course, the following guidelines will need to be adhered to:

- Cell phones will **not** be allowed (even on vibrate or silent) due to the fact that this course is a distance education course and they interfere with transmission. If you have extenuating circumstances, please inform the instructor immediately.
- You will need to put your name on **every page** of your exams, as they are faxed to me from the remote location. You also need to be cognizant of the fact that edges sometimes get cut off when faxing, so **do not write near the edges of the pages**. You must also write in **PEN**, as pencil does not transmit legibly. Please note that there will be a facilitator in the room at the remote location on exam days.
- If the technology is not working properly, please inform the instructor **immediately**. The problem cannot be corrected unless I am aware, and I cannot always tell from the other location if something is not working properly.
- I want to encourage participation in the class, as you would participate in any other class, so don't be afraid to interrupt me if you have something to share. There is often a delay with the transmission from one site to the other, and I do not want you to feel like you can't chime in because I've already moved on.
- We will utilize E-College to web-enhance the course. E-College is how I will share documents, post announcements, and keep track of grades. You will use E-College for discussions, turning in assignments, and to post your class presentations.