Instructor: Patricia A. Parrish, Ed.D., RPED, NCED

Office Hours, as follows:
- Tuesday (3:15-4:15 p.m. @ EdS 134/Commerce)
- Wednesday (6:20 p.m.-7:20 p.m. @ Mesquite Metroplex Center)
- Thursday (3:15-4:15 p.m. @ EdS 129/Commerce)
- Virtual (Wednesday, 4:00-5:00 p.m.)
- Additional face-to-face and virtual times by appointment

University Email Address: Patricia.Parrish@tamuc.edu
University Telephone: 903-886-5940

COURSE INFORMATION

Textbook & Required Supplementary Reading

Textbook—Required


Supplementary Reading—Required


OR


Course Description

SpEd 583 provides students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children and adolescents with a wide array of disabilities. Approaches to assessment and remediation in reading and math are reviewed, enabling students to develop diagnostic-prescriptive programs. This course provides students with methods of remediation in oral language, handwriting, spelling, and conceptual writing. Students are enabled to provide appropriate strategies to meet a wide range of individual differences across age levels.

Educator Certification Standards Associated with SpEd 583

For enrolled students who are completing courses in preparation for TExES, competencies associated with SpEd 583 are as follows:

Pedagogy and Professional Responsibilities (EC-Grade 12)

The teacher

002 understands student diversity and knows how to plan learning experiences and designs assessments that are responsive to differences among students and that promote all students’ learning.
003 understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

004 understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

005 knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006 understands strategies for creating an organized and productive learning environment and for managing student behavior.

007 understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

008 provides appropriate instruction that actively engages students in the learning process.

010 monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Special Education (EC-Grade 12)

The special education teacher

001 understands and applies knowledge of the characteristics and needs of students with disabilities.

002 understands formal and informal assessment and evaluation 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.

005 knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

006 understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

007 understands and applies knowledge of transition issues and procedures across the life span.

008 promotes students’ performance in English language arts and reading.

009 promotes students’ performance in mathematics.

Student Learning Outcomes

1. The student will analyze research-based characteristics of student-centered learning environments emphasizing social, emotional, physical, academic, and transition components, including the role of assessment.

2. The student will examine characteristics of students with exceptionalities and students who exhibit at-risk behaviors and effects of these characteristics on learning and development.

3. The student will assess effective academic learning strategies in reading/language arts, handwriting/written expression, mathematics, and other content areas, as applicable.

4. The student will be an active communicator, contributor, and collaborator in the graduate-level learning community.
5. The student will produce a research-based document addressing issues and trends in effective educational programming for students in 21st century schools.

6. The student will demonstrate a research-based practice for teaching academic skills, including Texas Essential & Knowledge Skills (TEKS) correlation and assessment for mastery.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

SpEd 583 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes and objectives for this course. A variety of weekly readings from the textbook and required supplementary reading, research, classroom discussions, demonstrations, and exams provide the student with a multidimensional learning experience.

Mid Term Exam (Student Learning Outcomes 1 and 2) 50 points

Mid Term Exam focuses on concepts in Part I, Foundations of Teaching, in the SpEd 583 textbook, including supplementary readings and assignments, discussions, and distributed information.

Assessment Method

Mid Term Exam requires definitive, detailed, research-based essay responses to provided questions. Scoring rubric is provided with Exam.

Research Report (Student Learning Outcomes 4 and 5) 100 points

Each student will demonstrate ability to summarize, apply, analyze, synthesize, and evaluate research-based findings from professional sources by developing one written report. Required components are (1) source, (2) summary of information/abstract [knowledge & comprehension/Bloom’s Taxonomy], (3) relevance of information for 21st century schools [application, analysis & synthesis/Bloom’s Taxonomy], and (4) professional position [evaluation/Bloom’s Taxonomy]. Sources for reports include professional journals, approved internet sites, and selections from books other than the textbook and/or supplementary reading. Each source cited in SpEd 583 is through APA Style. Total content review of each report will be presented orally by each enrolled student during scheduled class sessions.

Assessment Method

The Research Report is scored through Research Report Scoring Rubric, distributed in the first course session.

Research-Based Demonstration (Student Learning Outcomes 4 and 6) 100 points

Each student will demonstrate a research-based practice for teaching a selected academic skill (e.g., language arts, reading, spelling, mathematics, handwriting, written expression), including Texas Essential & Knowledge Skills (TEKS) correlation and assessment for mastery. Sources for demonstrations include professional journals, approved internet sites, and selections from books other than the textbook and/or supplementary reading. Demonstrations will be presented orally during scheduled class sessions. A packet of demonstration materials will be provided for each enrolled classmate.

Assessment Method

Research-Based Demonstration Scoring Rubric is distributed in the first course session.

Final Exam (Student Learning Outcome 3) 100 points

Final Exam focuses on concepts in Part II, Teaching Academic Skills, in the SpEd 583 textbook, including supplementary readings and assignments, discussions, and distributed information.
**Assessment Method**

Final Exam requires definitive, detailed, research-based essay responses to provided questions. Scoring rubric is provided with Exam.

**Grading**

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<thead>
<tr>
<th></th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Mid Term Exam</td>
<td>50</td>
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<tr>
<td>Research Report</td>
<td>100</td>
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<tr>
<td>Research-Based Demonstration</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
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<td><strong>SpEd 583</strong></td>
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<table>
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<tr>
<th>Total Points Scored</th>
<th>SpEd 583 Semester Grade</th>
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<tr>
<td>315-350</td>
<td>A</td>
</tr>
<tr>
<td>280-314</td>
<td>B</td>
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<tr>
<td>245-279</td>
<td>C</td>
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<tr>
<td>210-244</td>
<td>D</td>
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<td>209-below</td>
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**TECHNOLOGY REQUIREMENTS**

SpEd 583 requires the following technologies:

- Internet (high speed recommended)
- Email
- Word Processor

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor/Interaction between Students**

- Email may be initiated student to student and Instructor to student/student to Instructor. Email communication initiated by the Instructor is through TAMU-C student email addresses. *Responses from the Instructor to student-initiated emails occur Monday, Wednesday, Friday 8:00 a.m.-5:00 p.m. and Tuesday, Thursday 8:00 a.m.-12:00 noon.*

**University Student Technical Support**

Click [http://www.tamuc.edu/CampusLife/CampusServices/CITESupportCenter/default.aspx](http://www.tamuc.edu/CampusLife/CampusServices/CITESupportCenter/default.aspx) for Center for Instructional Technology Excellence.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate plagiarism nor other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and communicating them as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials. For additional information about plagiarism click the following:

- [www.plagiarism.org](http://www.plagiarism.org)
- [www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
- [http://writingcenter.unc.edu/handouts/plagiarism](http://writingcenter.unc.edu/handouts/plagiarism)

**Examination Policy**

Mid Term Exam and Final Exam are through open book essay format. In addition to the textbook and required supplementary reading, students may consult other sources of information for responding to essay indicators. Exams
are due at or before midnight on the date posted in the Syllabus. Scoring of each response is through the scoring rubric provided with the Exam.

**Attendance Policy**

Attendance expectations adhere to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

**Assignment Policy**

Oral discussion of content in the Research Report and oral presentation of the Research-Based Demonstration are due during the scheduled course section, as determined by randomly selected due dates. Written documents associated with the Report and Demonstration are due at or before midnight on the due date.

**Course Drop**

A student may drop a course by logging into their myLEO account and clicking *Drop A Class*.

**Incomplete Grade**

Incomplete grade policy adheres to information in *Grades-Their Meaning and Value* included in Graduate Catalog, Texas A&M University-Commerce.

**Administrative Withdrawal**

Administrative withdrawal of a student as a result of excessive absences adheres to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

**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 regulations, this legislation requires 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 the following:

- Office of Student Disability Resources & Services
  Texas A&M University-Commerce
  Halladay Student Services Building, Room 303 A/D
  Phone 903-886-5150 or 903-886-5835
  Fax 903-468-8148
  StudentDisabilityServices@tamuc.edu
  Student Disability Resources & Services

**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 Guidebook at [http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf](http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf)).

Procedure 34.05.99.R1 prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff, and chewing tobacco inside and adjacent to any building owned, leased, or operated by TAMU-C.

TAMU-C will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**COURSE OUTLINE/CALENDAR**

<table>
<thead>
<tr>
<th>1/21/15 SESSION 1: Part 1, Foundations of Teaching</th>
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<tbody>
<tr>
<td>Syllabus/Schedule, Bloom’s Taxonomy, APA Style,</td>
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<tr>
<td>Chapter 1-Creating Responsive Learning Environments</td>
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<tr>
<td>Date</td>
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</tbody>
</table>
| 1/28/15    | SESSION 2: Part 1, Foundations of Teaching | Chapter 1-Creating Responsive Learning Environments  
Chapter 2-Planning and Organizing Instruction |
| 2/4/15     | SESSION 3: Part 1, Foundations of Teaching | Chapter 2-Planning and Organizing Instruction  
Chapter 3-Assessing Students for Instruction |
| 2/11/15    | SESSION 4: Part 1, Foundations of Teaching | Chapter 3-Assessing Students for Instruction  
Chapter 4-Teaching Students and Managing Instruction |
| 2/18/15    | SESSION 5: Part 1, Foundations of Teaching | Chapter 4-Teaching Students and Managing Instruction  
Chapter 5-Promoting Social, Emotional, and Behavioral Development |
| 2/25/15    | SESSION 6: Part 1, Foundations of Teaching | MID TERM EXAM                                  |
| 3/4/15     | SESSION 7: Part 2, Teaching Academic Skills | Chapter 6-Assessing and Teaching Language      
Research Report #1-One selected 21st century priority topic discussed in *A wake up call for schools: A new order in public education* OR *Getting it right: Dynamic school renewal, fixing what’s broken* 
Research-based Demonstration #1-Academic Skills |
| 3/11/15    | SESSION 8: Part 2, Teaching Academic Skills | Chapter 7-Assessing Reading                   
Research Report #2-One selected 21st century priority topic discussed in *A wake up call for schools: A new order in public education* OR *Getting it right: Dynamic school renewal, fixing what’s broken* 
Research-based Demonstration #2-Academic Skills |
| 3/18/15    | SPRING BREAK                    |                                               |
| 3/25/15    | SESSION 9: Part 2, Teaching Academic Skills | Chapter 8-Teaching Reading                    |
| 4/1/15     | SESSION 10: Part 2, Teaching Academic Skills | Chapter 9-Assessing and Teaching Spelling     
Research Report #3-One selected 21st century priority topic discussed in *A wake up call for schools: A new order in public education* OR *Getting it right: Dynamic school renewal, fixing what’s broken* 
Research-based Demonstration #3-Academic Skills |
| 4/8/15     | SESSION 11: Part 2, Teaching Academic Skills | Chapter 10-Assessing and Teaching Handwriting and Written Expression  
Research Report #4-One selected 21st century priority topic discussed in *A wake up call for schools: A new order in public education* OR *Getting it right: Dynamic school renewal, fixing what’s broken* 
Research-based Demonstration #4-Academic Skills |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Chapter</th>
<th>Research Report</th>
<th>Description</th>
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<td>FINAL EXAM</td>
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