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| **Instructor:** | Dr. Alicia Brophy | **Office hours:** | T, R 9:15-12:15PM and |
| **Office:** | Education Building 277 |  | 1:45-2:45PM |
| **Phone:**  **Fax:** | (910) 962-3365  (910) 962-3988 |  | W 10:00-12:00PM ONLINE or by |
| **Email:** | brophya@uncw.edu |  | appointment |
|  |  | **Course Meeting Place & Times:** | EB 214  TR 12:30-1:45PM |

# TEXTBOOK

Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). *Teaching students with learning problems.* (8th Ed.). Boston: Pearson.

**CATALOG DESCRIPTION**

**SED 360. Teaching Students with Learning Problems. (3)** Prerequisite: SED 250, 350, 354, and 355 or consent of instructor. Study of educational interventions for students with learning problems. Emphasis will be on developmental, cognitive, medical, behavioral, and constructivist approaches. Includes study of curriculum and instructional strategies in oral language, reading, literature, written language, math, content areas, learning strategies, and study skills for grades K-12. At least 15 field experience hours required.

# CONCEPTUAL FRAMEWORK

This course is designed to focus on key components of the WSE’s Conceptual Framework and it fosters professional growth through class discussions, readings, and projects. This class is part of the foundational set of courses for K-12 educators with the purpose of developing professionals that possess the core understandings and skills to be **Highly Competent Professionals** to serve in Educational **Leadership** Roles. All educators must use data for decisions, reflect upon their practice, exemplify their commitment to professional standards, implement appropriate communication strategies, and strive to meet the needs of all learners. Assignments in this course will assist you in the preparation of becoming a competent professional and a leader. Visual schematic of the conceptual framework:

<http://www.uncw.edu/ed/pdfs/cf.pdf>

**COURSE OBJECTIVES** Upon completion of the course, the successful student will:

* Describe various service delivery and classroom organization alternatives based on student characteristics and administrative issues
* Identify relevant medical, cognitive, developmental, behavioral, and constructivist theories and approaches for students with learning problems
* Identify Standard Course of Study scope and sequence for language arts, mathematics, social studies, and science K-12
* Generate instructional decisions appropriate for students with learning problems who are working on the general curriculum grades K-12
* Generate decisions about remediation, compensation, and modifications for students with learning problems in general and special education settings K-12
* Generate appropriate methods for teaching language; reading; literature; writing; mathematics; social, emotional, and behavioral development; computer skills; and study skills, content area skills, and learning strategies to students with learning problems
* Generate recommendations for family, diversity, and cultural issues
* Demonstrate use of various instructional methods and materials for the general curriculum with students with learning problems
* Generate lesson plans and unit plans using Standard Course of Study goals and objectives with appropriate modifications for children with learning problems

# REQUIREMENTS

1. Textbook chapter summaries prepared for class discussion by due date
2. Class presentation of teaching strategies (to be done with a partner)
3. Classroom Analysis based on 15 hours teaching students with learning problems in a public school setting
4. Curriculum & Instruction project
5. Final Exam Conference

# COURSE REQUIREMENTS/GRADING

* A minimum of 75% of class sessions must be attended to receive credit; however, attendance at *all* sessions is strongly encouraged.
* A minimum of 15 field experience hours must be completed to receive course credit.
* Participation in class discussions and activities is encouraged and will be graded.
* Grades will be assigned as follows:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F below 60%

* The curriculum & instruction project and classroom analysis grades will be based on content and technical quality with content weighted double
* Chapter summaries, strategy presentation, and final exam conference are required to get credit for the course
* Final grades will be determined as follows:

Midterm Exam 20%

Curriculum & instruction project 25%

### Classroom analysis 40%

Participation & Discussion 10%

### Chapter Summaries 5%

Final grade 100%

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| **Important notes for all graded assignments:**   * There will be a 10% point deduction (of received points) for each late assignment. An assignment is considered late if the assignment received is dated past the due date. * Assignments must be submitted by the last day of this class to receive credit. |

\*Please note: The syllabus is subject to change throughout the semester, which can include (but is not limited to) assignments, percentages, due dates, etc.

**COURSE EXPECTATIONS/POLICIES**

My goal for this class is to provide each of you with a foundation of learning within the field of special education and to help you develop your skills as educators over the duration of this course. I strongly encourage class discussions and understand that we all may have differing opinions on the topics to be discussed. I expect for each of you to respect the ideas of others and my own, and to engage in active listening skills. If your conduct during class impairs the learning of others and is disrespectful, you will not be allowed to participate in future class sessions. All students are expected to adhere to the Watson School of Education Standards for Professional Conduct described at <http://www.uncw.edu/ed/advising/documents/StandardsofPC.pdf>

* I expect that you will attend every class session. A component of your grade (10%) is contingent on class participation and discussion. If an unexpected emergency occurs, please notify me via phone or email. You may electronically submit your assignments on the date they are do if you are unable to attend class.
* The use of cellular phones is not allowed while class is in session. Please turn them off or on silent prior to the start of class.
* I will be sending out information to each of you through your UNCW email accounts. Please be sure to check them on a frequent basis!
* If at any time, you need additional support or seek clarification with regard to assignments or this course in general, please feel free to contact me. I will be available during my office hours; however you may also schedule an appointment with me at a different time.

**TECHNOLOGY**

This course is formatted as a hybrid course – meaning that information pertaining to this class will be available on-line in addition to face-to-face instruction, and some assignments will be submitted electronically. The on-line format of the course will use the system, Blackboard Learn, which can be accessed directly through this link: <https://learn.uncw.edu> or through your MySeaport link.

For problems and computer help or assistance, email TAC (TAC@uncw.edu) or contact the UNCW ITSD Computer Help Desk at <http://www.uncw.edu/itsd/tac.htm> or visit its location in the Randall Library. You may also stop by the computer lab in the Education Building Room 111 and seek advice/assistance from the Graduate Assistant if they are readily available.

**UNIVERSITY PROCEDURES AND POLICIES**

1. **Academic Integrity:** Students have the responsibility to know and observe the requirements of **The UNCW Student Academic Honor Code Policy 04.100** (<http://uncw.edu/stuaff/odos/documents/0910CodeofStudentLife_FINAL.pdf>). This code forbids *cheating*, *fabrication or falsification of information*, *multiple submissions of academic work*, *plagiarism*, *abuse of academic materials*, and *complicity in academic dishonesty*. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student’s word is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty.
2. **Disability Services:** Students with documented disabilities who need accommodations with regard to assignments and/or exams should inform the instructor at the beginning of the semester. Information pertaining to services available to students with disabilities is located at the following website: <http://uncw.edu/stuaff/disability/>
3. **Diversity Commitment**

“In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and

promotes inclusiveness, mutual respect, acceptance, and open-mindedness

among students, faculty, staff, and the broader community. Diversity is an

educational benefit that enhances the academic experience and fosters free

exchange of ideas from multiple perspectives. Diversity includes, but is not

limited to race, sex, age, color, national origin (including ethnicity), creed,

religion, disability, sexual orientation, political affiliation, veteran’s status,

gender, educational disadvantage, socio-economic circumstances, language, and

history of overcoming adversity.

For more information concerning ways in which our multicultural learning

community may be nurtured and protected or complaint resolution procedures,

contact the Office of Institutional Diversity and Inclusion, the Office of the

Dean of Students or the Office of Human Resources.” (from *Code of Student Life*)

**COURSE SCHEDULE**

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| **Class Meetings** | **Topics** | **Assignments and Exams** |
| August 23rd | Introduction to Course |  |
| August 28th | Classroom Services & Organization |  |
| August30th | Assessment & Instruction | **Summaries 1,2** |
| September 4th | Assessment & Instruction |  |
| September 6th | Value of theories | **Summaries 3,4** |
| September 11th | Behavioral Models |  |
| September 13th | Developmental Models |  |
| September 18th | Medical Models |  |
| September 20th | Cognitive Theories | **Summary 6** |
| September 25th | Constructivist Theories |  |
| September 27th | Oral Language Curriculum & Instruction |  |
| October 2nd | Oral Language Curriculum & Instruction | **Summaries 7 & 8** |
| October 4th | Reading Curriculum & Instruction |  |
| October 9th | Reading Curriculum & Instruction |  |
| October 11th\* | *NO CLASS (Fall Break)* |  |
| October 16th | Reading Curriculum & Instruction |  |
| October 18th | Literature | **Summaries 9 & 10** |
| October 23rd | Writing Curriculum & Instruction |  |
| October 25th | Writing Curriculum & Instruction | **Summaries 11 & 12** |
| October 30th | Mathematics Curriculum & Instruction |  |
| November 1st | Mathematics Curriculum & Instruction |  |
| November 6th | Science Curriculum & Instruction |  |
| November 8th | Science Curriculum & Instruction | **Summaries 13 & 14** |
| November 13th | Social Studies Curriculum & Instruction |  |
| November 15th | Social Studies Curriculum & Instruction | **Summary 5** |
| November 20th | Content Instruction & Study Skills |  |
| November 22nd | *NO CLASS (Thanksgiving Holiday)* |  |
| November 27th | Learning Strategies |  |
| November 29th | Social, Emotional, & Behavioral Skills | **Classroom Analysis Due!!** |
| December 4th | Social, Emotional, & Behavioral Skills | **C & I Project Due!!!** |
| December 13th | **Final Exam (11:30 a.m. – 2:30 p.m.)** | **Conferences** |

\* Last day to withdraw with a W in the course