

ED253-Introduction to Learning Disabilities

Fall, 2009

Hope College
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Let's go!



Syllabus

A JOURNEY!

Let's take a trip! We have an opportunity to explore the world of learning disabilities. Most has been mapped out, but the discoveries made while traveling through the course will be as individual as the student. So hop in, buckle up and get ready for the ride of your life! ☺

THE ROUTE

Introduction to Learning Disabilities represents a beginning study in the field of special education. Besides covering legal aspects such as definitions, the continuum of services and special education procedures, issues in preschool and secondary education are also explored. Historical and medical perspectives are covered as well as theoretical bases and the clinical teaching cycle. In addition to course work, students examine and correlate course content in a related field experience.

THE REASON

As the first course in the learning disabilities major, Introduction to Learning Disabilities explores the nature of learning disabilities both in and out of the school setting. The course also looks at what can be done for individuals with learning disabilities. Although this course is required for the major, it also provides students in the general education program with an understanding of and the skills to deal with the wide range of abilities found in today's classes. A related field experience is required so that the college student can correlate theoretical information to the realities of the school setting.

THE DESTINATION

There are several essential questions addressed in the course, including:

- What is a learning disability?
- Does it really exist?
- Why care about them?
- What are my responsibilities as a teacher of students with learning disabilities?

THE SCENERY

Course topics include:

- Definitions, Laws & Issues
- Historical Perspectives
- Services and Programs
- Preschool Programming
- Motor Theories
- Secondary Programming
- Medical Aspects
- Theoretical Aspects
- Clinical Teaching

Goals/Objectives



“Hop in, buckle up and get ready for the ride of your life!”

Goals identified for ALL special education majors prepare prospective teachers to:

- Demonstrate knowledge of national and state special education legislation
- Demonstrate knowledge of how learning disabilities are manifested
- Relate historic events to current trends in programs & legislation
- Provide quality educational services to persons with disabilities
- Be advocates of persons with disabilities and their families
- Develop personal and social skills to effectively communicate with personnel, students and families
- Demonstrate personal maturity, emotional stability, strong leadership ability, and professional integrity.

Objectives suggest the L.D. major will:

- State legislation affecting the field of learning disabilities
- Give legal and working definitions of learning disabilities
- Identify historical contributions to the field
- Identify and apply key aspects of clinical teaching strategies
- Demonstrate knowledge of program delivery systems
- Identify theoretical perspectives related to the field
- Articulate key medical aspects, issues and treatment options
- Utilize and identify appropriate technology in the teaching/learning process
- Apply instructional information in a related field experience

The Souvenirs-Professional Abilities

Effective communicators who will:

- Express opinions, views and observations in class and field placements appropriately
- Write in a coherent, consistent manner
- Interact effectively with others from diverse backgrounds
- Demonstrate appropriate listening skills
- Read for a variety of purposes

Professional collaborators who will:

- Work with peers on assignments
- Collaborate with a placement mentor
- Participate in an active and reflective manner

Curriculum developers who will:

- Analyze factors in a related field experience
- Analyze/reflect on effective teaching behaviors

Problems solvers who will:

- Analyze clinical teaching concepts
- Select theoretical perspectives to meet student needs
- Demonstrate task analysis
- Address issues of diversity

Decisions Makers who will:

- Form and express opinions
- Demonstrate appropriate behaviors in class and a related field experience
- Determine appropriate techniques and materials to use in field experience
- Set personal & professional goals

Scholarly Educators who will:

- Identify and respond to key information
- Explore related issues
- Communicate key information

CEC 2007 Content Standards

- *Std. 1-Foundations
- *Std. 2-Dev. & Char. of Lrnrs.
- *Std. 3-Indiv. Learning Differ.
- *Std. 6-Language
- *Std. 9-Prof. Practice
- *Std. 10-Collaboration

The Fuel-Required Texts

Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies & New Directions, Janet W. Lerner and Beverly Johns, 11th edition

Brilliant Idiot, Abraham Schmitt

Smart Moves, Carla Hannaford, 2nd edition

Michigan Administrative Rules for Special Education, Michigan State Board of Education, 2009

http://www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf

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The Law & Legends

THE LAW

Students are expected to be in all scheduled classes, on time, prepared, alert and ready to go. Assignments are due by the beginning of class on the assigned date. Late assignments MAY (or may not) be accepted at the discretion of the professor and WILL be penalized if accepted. Students will contact the professor regarding any absences and are responsible for making up missed classes.

THE BACKROADS

A wide range of instructional methods and activities are utilized, including lecture, discussion, cooperative learning groups, expert speakers, student presentations, jigsaw teaching, reciprocal teaching, simulations, audiovisual presentations and learning activities that require application and analysis. STUDENTS ARE EXPECTED TO BE ACTIVE PARTICIPANTS IN EVERY CLASS.

THE LEGEND

Students are evaluated through a variety of measures, including traditional exams, worksheets, cooperative group activities, a culminating presentation and an exit examination on target terminology. Attendance and class participation are carefully monitored and included in the overall evaluation. Students also compile a portfolio (in both paper and electronic formats) related to the field placement, while the placement mentor submits an evaluation on each student's performance in the placement. Self-evaluation is included at several points during the term.

- Test #1 15%
- Test #2 15%
- Final Exam 15%
- Assignments 35%
- Attend./Partic. 5%
- Semester Project 15%

Assignments will be subject to the Written Expression Policy (separate).



Wheeee!

GRADING SCALE

96%-100%	= A
92%-95%	= A-
87%-91%	= B+
84%-86%	= B
81%-83%	= B-
78%-80%	= C+
74%-77%	= C
70%-73%	= C-
66%-69%	= D+
63%-65%	= D
60%-62%	= D-
Below 60%	= F

The Schedule & Stops Along the Way

The course calendar and assignment sheet are attached to the Syllabus.

A separate syllabus has been prepared for ED254-Introduction to Learning Disabilities-Field Experience.

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

ACADEMIC INTEGRITY:

Academic integrity is of critical importance throughout one's academic career. This course, as with other Hope College courses, follows the Hope College Code for Academic Integrity. Violations of the Code for Academic Integrity may lead to failure in the course, in addition to a record of academic misconduct kept on file in the Provost's Office. The entire Code can be found in the Hope College Catalog and is reprinted in part as applicable to this course:

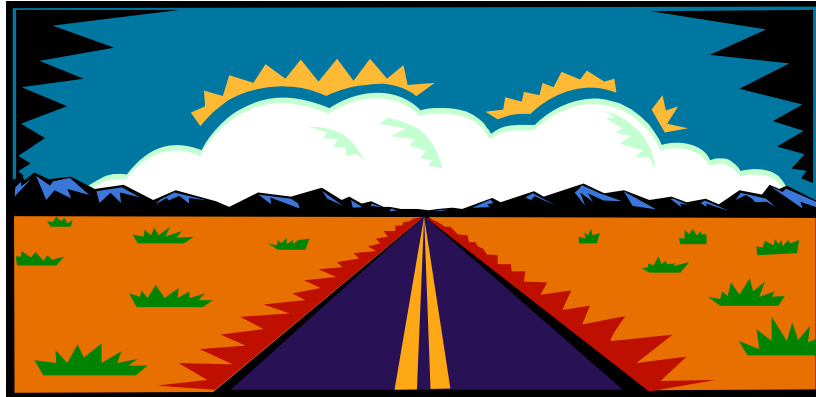
Academic Integrity is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

1. Give, offer, or receive aid on examination other than that specifically allowed by the professor.
2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
3. Falsify or fabricate data. This has particular application to laboratory work and research.
4. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
5. Knowingly represent the work of others as his/her own. This includes plagiarism. Plagiarism is the dishonest presentation of the work of others as if it were one's own. Writers, speakers, musicians, artists, or computer programmers — whether students or professionals — commit plagiarism when they present, without acknowledgement, all or part of another person's work as if it were their own. Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning. (2009-2010 *Hope College Catalog*, p. 88)

COURSE EVALUATION: The course instructor values feedback from students on the effectiveness of the course. Students will be asked to evaluate the course at various points throughout the semester.

HANG ON AND ENJOY THE RIDE!

ED253-Introduction to Learning Disabilities
and
*ED254-Introduction to Learning
Disabilities-Field Placement*



Fall, 2009

ED253-Introduction to Learning Disabilities
ED254-Introduction to Learning Disabilities-Field Placement
Fall, 2009
Assignments

Tuesday	Thursday
Sept. 1 Introduction	Sept. 3 Learning Disabilities <u>DUE:</u> Chapter 1 <i>Field Placement Letter of Introduction</i>
Sept. 8 Learning Disabilities-Characteristics <u>DUE:</u> Video Worksheet	Sept. 10 Learning Disabilities/Field Placements <u>DUE:</u> Brilliant Idiot & worksheet
Sept. 15 Learning Disabilities-Identification Process <u>DUE:</u> Chapter 2 Target Terminology-Ch. 1, 2, & 4	Sept. 17 Historical Perspectives <u>DUE:</u> Chalk & Wire-Share Course Overview
Sept. 22 Educational Settings <u>DUE:</u> Chapter 4	Sept. 24 Educational Settings
Sept. 29 Educational Settings <u>DUE:</u> Michigan Administrative Rules for Spec. Ed.	Oct. 1 TEST #1 Ch. 1, 2, & 4 and Related Target Terminology
Oct. 6 Young Children with L.D. <u>DUE:</u> Chapter 8 Target Terminology-Ch. 7, 8, 9 & 10	Oct. 8 Young Children with L.D. <u>DUE:</u> <i>Field Placement Portfolio-Pt. 1</i> <i>Field Placement Description on C & W</i>
Oct. 13 Adolescents with L.D. <u>DUE:</u> Chapter 9	Oct. 15 Adolescents with L.D. <u>DUE:</u> Semester Project Outline & Timeline
Oct. 20 FALL BREAK ☺	Oct. 22 Medical Aspects of L.D. <u>DUE:</u> Chapters 7 & 10
Oct. 27 Medical Aspects of L.D.	Oct. 29 Medical Aspects of L.D. <u>DUE:</u> Research Paper
Nov. 3 TEST #2 Ch. 7, 8, 9 & 10 and Related Target Terminology	Nov. 5 Clinical Teaching <u>DUE:</u> Chapter 3 Target Terminology-Ch. 3 & 5
Nov. 10 Clinical Teaching <u>DUE:</u> Semester Project Update	Nov. 12 Clinical Teaching <u>DUE:</u> <i>Field Placement Portfolio-Pt. 2</i>
Nov. 17 Semester Project Presentations <u>DUE:</u> Semester Project	Nov. 19 Semester Project Presentations <u>DUE:</u> Semester Project
Nov. 24 How the Brain Learns	Nov. 26 THANKSGIVING BREAK ☺
Dec. 1 Theories of Learning <u>DUE:</u> Chapter 5 & Advanced Organizer for Ch. 5	Dec. 3 Theories of Learning <u>DUE:</u> Smart Moves
Dec. 8 TARGET TERMINOLOGY TEST	Dec. 10 Field Placement Discussion <u>DUE:</u> <i>Field Placement Portfolio-Pt. 3 (on C & W)</i> <i>Field Placement Evaluation (on C & W, too)</i>
Final Exam: Thursday, December 17th – 9:00-11:00 a.m. - AWF Center B01 Ch. 3 & 5	
<u>DUE:</u> Share Intro to LD e-Portfolio on C & W with Prof. Cook by 4:00 p.m., Friday, December 18 th	

ED253-Introduction to Learning Disabilities
 ED254-Introduction to Learning Disabilities Field Placement
 Fall, 2009

ASSIGNMENTS

The assignments in this course *and the related field placement* are designed not only to help students move through the content, but also to provide practical application of the material. Assignments enhance the content covered in class or in the text, with the culminating semester project that requires the student to synthesize information covered over the semester. (NOTE: DO NOT SELL YOUR TEXT! It will be also be used in the Spring semester's 10-Hour Block of special ed classes.) *Assignments for the field placement are designed to correlate concepts covered in class with the classroom setting.* Each "stop" along the route serves to fuel the student's knowledge, skills, values and attitudes about the field of education and the role of the special education teacher.

Assignments are to be completed *by the beginning of class on the assigned due date.* Assignments should utilize current technology (word processing, PowerPoint, etc.) to the greatest extent possible. *Clarity, neatness and accuracy* will be considered in the overall evaluation of *each* assignment.

Assignment	Due Date	
Field Placement Letter of Introduction (10 pts.) (word processed) <i>Complete a letter of introduction for the field placement supervisor. The letter should be word processed and include a border and an imported picture. Scan the letter into your C & W e-Portfolio.</i>	Tuesday, September 3	
Video Worksheet (15 pts.) (handwritten) View the video in class and complete the worksheet <i>in your own handwriting.</i>	Tuesday, September 8	
Brilliant Idiot (25 pts.) (handwritten) Read this compelling story of an adult diagnosed with dyslexia. Complete the accompanying worksheet <i>in your own handwriting.</i> Be prepared to discuss in class.	Thursday, September 10	
Target Terminology Create a system of definitions & correct spellings for the Target Terms that will help to prepare for the TT Exam.	Definitions-Ch. 1, 2, & 4 (10 pts.)	Tuesday, September 15
	Definitions-Ch. 7, 8, 9 & 10 (10 pts.)	Tuesday, October 6
	Definitions-Ch. 3 & 5 (10 pts.)	Thursday, November 5
	TT Exam (Pass/Fail)	Tuesday, December 8
Chalk & Wire e-Portfolio (C & W) (15 pts.) Create an e-Portfolio for the course on C & W. Then write an overview of the course. Share the portfolio with the professor.	Thursday, September 17	
Michigan Administrative Rules for Special Education Access and read the assigned sections in the rules. Be prepared for class activities. http://www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf	Tuesday, September 29	
Field Placement Portfolio <i>Complete a portfolio that explores the dimensions of the field experience as related to course content and concepts. Upload each section onto C & W.</i>	Portfolio-Pt. 1 (25 pts.)	Thursday, October 8
	Portfolio-Pt. 2 (25 pts.)	Thursday, November 12
	Portfolio-Pt. 3 (25 pts.)	Thursday, December 10
	C & W e-Portfolio share (15 pts.)	Friday, December 18
Semester Project (150 pts.) Prepare a presentation that synthesizes the content of the course. The presentation will cover the definition(s) & characteristics of L.D., the identification process, available services and an area of expertise. In addition to the written portion, the project also includes other elements such a visual aids. The project may be completed with a partner. (See the accompanying assignment sheet for a more detailed explanation.) Upload the PowerPoint <i>or</i> scan a picture of the visual aid onto the C & W portfolio.	Project Outline/Timeline Prepare a <u>detailed</u> outline of the semester project. This will be graded and handed in again with the final project. Upload onto C & W portfolio.	Thursday, October 15
	Project Check-In Report progress on the project in a short email to Professor Cook.	Tuesday, November 10
	Project Presentation Present a 10-15 minute portion of the project to members of the class. This will be videotaped and reviewed by peers for feedback.	Tuesday, November 17 or Thursday, November 19
Research Paper (100 pts.) (Submit on C & W-word processed) Read 2 research articles from professional journals on a topic related to LD (e.g.- dyslexia, assessment/definition of LD, ADHD, technology in special education, autism, young children with LD, adolescents or adults with LD, transition, inclusion, etc.). Summarize the findings of each article. Then compare/contrast the findings. Finally, describe the relevance of this information to your understanding of LD. Submit the paper <i>and</i> copies of each research article. (Upload the paper to C & W.)	Thursday, October 29	

Assignment		Due Date
Advanced Organizer (handwritten) Complete the advanced organizer for Chapter 5. Be ready to use in class.		Tuesday, December 1
Smart Moves (30 pts.) (handwritten) Read and complete the text using interactive annotation as explained on the assignment sheet distributed in class.		Thursday, December 3
Tests/Exams (100 or 150 pts.) Complete three, non-cumulative tests over the course of the semester.	Test #1-Ch. 1, 2, & 4 (150 pts.)	Thursday, October 1
	Test #2-Ch. 6, 7, 8, & 9 (150 pts.)	Tuesday, November 2
	Final Exam-Ch. 3 & 5 (100 pts.)	Thursday, December 17
Field Placement Evaluation (50 pts.) <i>Submit an evaluation completed by the placement supervisor. Scan and upload both sides of the evaluation onto C & W.</i>		Thursday, December 10
Field Placement Discussion (25 pts.) <i>Participate in an in-class discussion about the various dimensions of the field placement.</i>		Thursday, December 10
Field Placement Reflections & Goals <i>Upload these final two sections of the Field Placement Portfolio onto C & W.</i>		Friday, December 18
C & W e-Portfolio Sharing (15 pts.) Upload all required elements of the e-Portfolio. They include: <ul style="list-style-type: none"> ✓ Overview of course ✓ Research Paper ✓ Semester Project Outline ✓ PowerPoint <u>or</u> visual aid (scanned) from Semester Project ✓ <i>Field Placement Letter of Introduction</i> ✓ <i>Field Placement Portfolio-Sections 1, 2, and 3</i> ✓ <i>Field Placement Evaluation (both sides scanned)</i> ✓ <i>Field Placement Reflections and Goals</i> Share the e-Portfolio with Professor Cook for final evaluation.		Friday, December 18
Attendance/Participation (23 pts.) Attend in each class and participate in an active manner in all large and small group activities and discussions.		Ongoing

Revised August 12, 2009



Assignment Record Form

ED253-Intro to LD and ED254-Intro to LD Field Placement

Assignment	Point Value	Points Earned	Due Date
<i>(Field Placement Introduction) (on C & W)</i>	<i>(10 points)</i>	<i>()</i>	<i>Thursday, September 3</i>
Video Worksheet	15 points		Tuesday, September 8
<u>Brilliant Idiot</u>	25 points		Thursday, September 10
Target Terminology-Ch. 1, 2, & 4	10 points		Tuesday, September 15
Chalk & Wire e-Portfolio-Overview (on C & W)	15 points		Thursday, September 17
<u>Revised Administrative Rules</u>	xxx	xxx	Tuesday, September 29
<u>TEST #1 (Ch. 1, 2, & 4)</u>	150 points		Thursday, October 1
Target Terminology-Ch. 6, 7, 8, & 9	10 points		Tuesday, October 6
<i>(Field Placement Portfolio-Part 1) (on C & W)</i>	<i>(25 points)</i>	<i>()</i>	<i>(Thursday, October 8)</i>
Semester Project Outline/Timeline	xxx	xxx	Thursday, October 15
Research Paper (on C & W)	100 points		Thursday, October 29
<u>TEST #2 (Ch. 7, 8, 9 & 10)</u>	150 points		Tuesday, November 3
Target Terminology-Ch. 3 & 5	10 points		Thursday, November 5
Semester Project Update	xxx	xxx	Tuesday, November 10
<i>(Field Placement Portfolio-Part 2) (on C & W)</i>	<i>(25 points)</i>	<i>()</i>	<i>(Thursday, November 12)</i>
Semester Project Presentation (on C & W)	150 points		Tues., Nov. 17/Thurs., Nov. 19
Ch. 5 Advanced Organizer	xxx	xxx	Tuesday, December 1
<u>Smart Moves</u>	30 points		Thursday, December 3
TARGET TERMINOLOGY-EXIT EXAM	(Pass/Fail)		Tuesday, December 8
<i>(Field Placement Portfolio-Part 3) (on C & W)</i>	<i>(25 points)</i>	<i>()</i>	<i>(Thursday, December 10)</i>
<i>(Field Placement Discussion)</i>	<i>(25 points)</i>	<i>()</i>	<i>(Thursday, December 10)</i>
<i>(Field Placement Evaluation) (on C & W)</i>	<i>(50 points)</i>	<i>()</i>	<i>(Thursday, December 10)</i>
Attendance/Participation	25 points		Ongoing
<u>FINAL EXAM (Ch. 3 & 5)</u>	150 points		Thursday, December 17
Share C & W e-Portfolio with Prof. Cook	15 points		Friday, December 18
TOTAL POINTS-ED253-INTRO TO L.D.	840 points		
<i>(TOTAL POINTS-ED 254-Field Placement)</i>	<i>(175 points)</i>	<i>()</i>	