Wayne State University
Division of Teacher Education - Special Education

COURSE SYLLABUS

COURSE NUMBER/TITLE: SED7760_1401_201 Teaching K-Adult Individuals with Learning Disabilities

COURSE CREDIT: 3 Hours

TERM/YEAR: Fall 2014

LOCATION: Wayne State University – College of Education (Online)

DAY AND TIME: Online except for Orientation Meeting*

INSTRUCTOR: Sasha Roberts-Levi

E-MAIL ADDRESS: ar0276@wayne.edu Skype: sasha.roberts-levi

OFFICE: 249 Education (by appointment only)

PHONE: (313) 505-9600 emergency - email is preferred / effective

LIVE OFFICE HOURS: By appointment only

VIRTUAL OFFICE HOURS: I am available on Skype by appointment or messaging

*The mandatory orientation meeting (date TBA) must be attended for admittance to the class. You can make prior arrangements with me if you cannot attend, but you will have to have someone attending in your place to make decisions for you (sign forms, group work, collect handouts etc.). The entire semester’s requirements will be covered during this initial meeting time. I will NOT individually cover this session during office hours, phone or email.

COLLEGE OF EDUCATION THEME "The Effective Urban Educator: Reflective, Innovative and Committed to Diversity" reflects the mission of the college and is the driving force of our commitment to education.

- Effective urban educators are reflective practitioners who can accurately assess themselves and develop plans for improvement.
- Effective Urban Educators are innovative practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.
- Effective Urban Educators are committed to meet the needs of a diverse population.
- Effective Urban Educators can meet Professional Standards for Michigan Teachers (PSMT). Our graduates are able to meet all of the College of Education Competencies.

Specific Assignments are used to assess the COE claims stated above which include:

<table>
<thead>
<tr>
<th>Assignments aligned with COE’s Claims</th>
<th>This course will expose you to the following:</th>
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<tbody>
<tr>
<td>Community Observation</td>
<td>Field Experience: Case Study</td>
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<table>
<thead>
<tr>
<th>District/School Curriculum Analysis</th>
<th>Field Experience: Case Study</th>
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<tbody>
<tr>
<td>Classroom Organization Management Plan</td>
<td>Field Experience: Chapter 6 pg, 184: Creating a Positive Classroom Environment; Case Study; Chap 14: The Educational Setting</td>
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<tr>
<td>Reflection Journal</td>
<td>Case Study Reflection &amp; Final form</td>
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<tr>
<td>Teaching &amp; Learning Statement</td>
<td>Home Page Blog; Final Form; CHAPTER 5 - Theories Of Learning: Implications For Learning Disabilities</td>
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<tr>
<td>Lesson Plan / Unit Plan</td>
<td>Chapter 03: Clinical Teaching</td>
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<tr>
<td>Chapter 11: Oral Language: Listening And Speaking</td>
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<td>Chapter 12: Reading</td>
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<td>Chapter 13: Written Language: Written Expression, Spelling, Handwriting</td>
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<td>Chapter 14: Mathematics</td>
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<tr>
<td>Case Study</td>
<td>Textbook Readings and Semester Long Case Study on one student</td>
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**COURSE DESCRIPTION** (Catalog): Methods, materials, and procedures for education of individuals with learning disabilities.

**COURSE OBJECTIVES / DEMONSTRATED LEARNING OUTCOMES**

Students will

- Understand various factors that affect the SLD learner.
- Examine various models of instruction as they relate to SLD
- Examine instructional techniques, strategies, adaptations and modifications.
- **Understand IDEA 2004, NCLB, AYP and statewide assessments as they relate to SLD.**
- Be involved with activities, projects, lectures and discussions designed to increase their awareness, knowledge and skills in providing services to children with special needs.
- Write a comprehensive case study.
- Obtain and analyze research articles pertinent to students with learning disabilities and include this information in the case study project.
- Improve their technology skills by using Blackboard, email, VoIP (Skype), taking online quizzes/examinations and working with PowerPoint Presentations.
- **Discuss technology options / assistive technologies for persons with learning disabilities;**
- Work collaboratively with colleagues

**Special Education Rules / Standards Covered / MTTC Area I Objectives extensively / Areas II, III and IV Objectives introduced**

Teacher candidates will discuss the history of learning disabilities in education; R88(1)(a)-3 **Demonstrated Learning outcome**: Chapters 1 and 2 readings and quizzes; Case Study Project, MTTC Paper, Final Reflection Paper

Teacher candidates will understand legislation, including federal and state mandates, as it applies to learning disabilities including diversity and co-occurring disabilities; R 88(1)(b)-
Teacher candidates will describe models, theories, characteristics, and behavior that provide the basis for teaching students with learning disabilities; R88 (1)(a)-3 Demonstrated Learning outcome: Chapters 1 and 2 readings and quizzes, Case Study Project, MTTC Paper, Final Reflection Paper.


Teacher candidates will identify and discuss the various educational options for students with learning disabilities considering social emotional and behavioral needs; R 88(1)(b)-3 Demonstrated Learning outcome: Chapter 4 Educational Settings, reading and quiz; Case Study Project; MTTC Paper and Final Reflection Paper.

Teacher candidates will discuss medical aspects of learning disabilities; R 88(1)(b)-3 & R88(1)(c)(iii)-2 & R88(1)(c)(iii)-4 & R88(1)(c)(iii)-5 & R(88)(1)c(v); Demonstrated Learning outcome: Chapter 10, 3 reading and quiz; Case Study Project; MTTC Project and Final Reflection Paper.

CEC Initial Content Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

CEC Initial Content Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.

Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

CEC Initial Content Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

CEC Initial Content Standard 4: Instructional Strategies
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

CEC Initial Content Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

CEC Initial Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

CEC Initial Content Standard 7: Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators
use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

LEARNING DISABILITIES MTTC GOALS AND OBJECTIVES for Area I

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.
4. Adhere to the CEC Standards in a professional manner.

REQUIRED Reading: Textbooks and Website Resources


COURSE REFERENCES and ADDITIONAL READINGS: See list at Blackboard Course Site.

TECHNOLOGY REQUIREMENTS

All students will demonstrate proficiency in the following technology skills:

- Email and the Internet
- Word for editing and shared documents
- PowerPoint
- Skype
- Google Docs (optional)

ASSESSMENT / ASSIGNMENTS / LEARNING OUTCOMES (total of 1000 course points)

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<thead>
<tr>
<th>Professional Commitment and Class Participation</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Assigned Reading and Chapter Quizzes</td>
<td>400 points</td>
</tr>
<tr>
<td>Case Study</td>
<td>400 points</td>
</tr>
<tr>
<td>Final Examination (MTTC Area I summaries)</td>
<td>100 points</td>
</tr>
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Professional Commitment and Class Participation = 50 points accumulated as follows:

- Attending the first mandatory class and turning in class list and web agreement
- Setting up a Skype account and contacting the instructor
- Setting up a Personal page (BlackBoard Blog Page in the course site)
- Professionalism and Class participation (professional courtesy, cooperating with peer reviewer in a timely manner)
- Turning all assignments in on time, responding to emails and updates etc.
- Completion of learning journal for each live session.
- Submitting completed final form and course evaluation.

You must complete all of the Professional Commitment items to receive any credit. Participation Points will be recorded at the end of the semester when the Final Form is submitted to the instructor via email attachment.

You are expected to cooperatively participate with your instructor, colleagues and peer-reviewer; be actively involved in the discussion, and conduct yourself in a manner fitting for graduate students in the teaching profession.

The total participation points will NOT show up in the online grade book until all course requirements are fulfilled.

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 (create this in the Blog area of the 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 => Blog View the tutorial if you need help. You can preview my blog page as a sample.

- 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 second class meeting.

To view the personal pages, go to Tools => Blog. Make sure to view all of your colleagues’ pages and leave a message!

Skype

Within the first week of class everyone is required to download Skype on their personal computer, create a user name (but also include your full name in the profile and add a photo of yourself) and then ‘Skype’ the instructor after practicing with colleagues. Do not Skype the instructor until you know for certain that you can effectively use Skype. (Instructor’s Skype user name is: sasha.roberts-levi). Go to Skype.com and follow the directions. You will not need a webcam, however you will need a microphone (most laptops have a built in microphone). You can purchase a microphone for $5.00 - $10.00. Details for downloading Skype and setting up your
user name can be found at skype.com or go to the course site under the Student Help section for tutorials.

**Assigned Course Readings**

You are expected to read weekly assignments according to the syllabus. Your readings will be reflected in your quizzes and Case Study Projects. Use APA style citations quoting from your assigned readings or additional resource materials.

Please read all updates, course announcements and emails. They will support you throughout the course.

**Chapter Quizzes = 400 points**

- Online quizzes are located on the Bb course site in the Quiz Folder found in the Assignment section of the course site.
- You can begin a quiz, save it and finish it later.
- **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 in the Assignment section of the course site in the Final Requirement folder).

**Case Study = 400 points**

You will select a student with a **Specific Learning Disability** to study throughout the semester for the purpose of conducting a case study. The case study student can range in age from pre-kindergarten to adult. The student can be someone from a class that you teach, a neighborhood child, or someone from a community program (no family members). It is important to select someone who will work with you throughout the semester. **The student must be identified as having a Specific Learning Disability and eligible for specialized services under this area.** You will meet with the student throughout the semester (a minimum of 6 sessions) for the purpose of using strategies found in the course text and conducting informal assessments which you will reference in your case study. Your case study will include artifacts and teacher, parent and student interviews. Specific guidelines / outline will be provided and made available on the course site. A case study rubric is available on the course site. It is important to carefully read through all these materials. **This is a comprehensive project and cannot be completed in one sitting.**

**Colleague / Peer Reviewer:**

You will be working with a colleague as a Peer Reviewer while working on your case study. Details discussed the first night of class and guidelines are on the course site in the Assignment section. Your participation counts towards professionalism points.

**MTTC Final Examination (MTTC Area I summaries)**

You will participate in 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 I (Learning Disabilities) of the Special Education MTTC.
You are STRONGLY encouraged to begin working on your 24 sub-objective summaries right away and to continue working on this final examination throughout the semester.

You can locate the Final Examination MTTC Summaries details/directions, assigned sub-objective, template, and rubric on the course site under the tab ‘Assignments’ in the Final Project Folder.

**Course Reflection, Teaching Statement Reflection & Grade Proposal**

Around the time of the final class, you will submit electronically the Final Course Requirement Form (found in the Assignment section of the course site in the Final Folder). This form will include your summary of earned course points, course reflection, and your final course grade proposal. You must have all of your assignments submitted before emailing your final form. If a grade is missing in the grade book, you are asked to include the points that you feel you earned.

**Course Evaluation**

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

**COURSE GRADING**

**TOTAL POSSIBLE POINTS = 1000**

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>930 – 1000</td>
<td>A</td>
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<tr>
<td>900 – 929</td>
<td>A-</td>
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<tr>
<td>870 – 899</td>
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<td>830 – 869</td>
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<td>600 – 629</td>
<td>D-</td>
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<tr>
<td>Less than 600</td>
<td>F</td>
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The grading policy set by the Boards of Governors that grades of “E” are being eliminated and are being replaced by grade of “F”.

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

**IMPORTANT Course Evaluation and Grading:**

It is the discretion of the instructor to mark students down more than the course points schedule above due to lack of online participation and / or turning in assignments late and / or not turning in an assignment(s). This is especially important for those taking an online class where your attendance and performance is based on actively participating, independently reading and answering emails and turning in your 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. You cannot earn an A with Extra Credit/Bonus Points, but they can count toward earning an A-. Occasionally extra COURSE points are offered, so make sure to read your updates as these points do count toward your total grade points, thus earning an A. Make sure to read updates as you will be offered opportunities to earn COURSE points toward an A.

All assignments are available to complete early, you are encouraged to manage your schedule for personal events (i.e.: weddings, vacations etc.). I will not give extensions for any assignments. Please plan accordingly in advance.

Assignments are due on the date assigned – especially if you are taking this as an online class. Any late assignments (except quizzes) will be reduced by *50% of the grade and not accepted after a week late. Late assignments will also affect your attendance points. Quizzes 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 date agreed upon in the contract. A grade of Incomplete cannot be submitted unless I have this signed contract. See the instructor for the contract and terms.

The instructor will submit the new grade to the Registrar’s Office if all requirements for the course are submitted by the agreed date. If all work is not submitted by the end of the agreed date on the contract, then a grade of F will be posted.

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

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• 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.

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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 (TDD 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. http://studentdisability.wayne.edu/

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS HOLIDAY OBSERVANCE POLICY

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

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
THE WRITING CENTER

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

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

Computer and Information Technology: Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu

Blackboard Course Enrollment: Call Computer and Information Technology (C&IT) at 313-577-4778 if you have any problems. Note: Sometimes MAC users have a hard time accessing the course, downloading material etc. Talk to someone at C&IT for tips.

Blackboard Support: Call C&IT (313-577-4778) AND there is a support folder on the course site which includes: How to Use Microsoft Word, How to Use the Discussion Board, How to Use Skype etc. Feel free to contact me if you cannot find the necessary Blackboard support to complete a course requirement.

Records / Registration: http://reg.wayne.edu/

Student Assistance: http://reg.wayne.edu/students/index.php

COE computer lab - General Purpose Lab (room 114) has technicians available to assist you. The lab is open Monday – Friday 10:00 a.m. until 9:00 p.m.

Adamany Undergraduate Library Computer Lab 24/7 refer to web site http://www.lib.wayne.edu/info/maps/ugl.php

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.

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.
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. Turnaround time for emails are generally less than 72 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

- Blackboard course site access: Students are expected to be able to access the course site and all course content on the first day of class. Call Computer and Information Technology (C&IT) at 313-577-4778 if you have any problems accessing the site or any area of the Bb site.
- Submission: All written assignments will be submitted as online attachments via email to ar0276@wayne.edu or as requested.
- The college supports Microsoft Software. All work must be submitted using Microsoft (convert your Word Perfect or any other desk top publishing to .doc or .rft)
- All email correspondences must include the course number & section in the subject line. Please include your full name in your emails. You must send email via your WSU email. That is where I will send all correspondences, as well.
- It is your responsibility to check the Blackboard course site and your WSU email at least 2 times a week for updates.
- 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.
- Students are encouraged to use email and Skype as a means of communicating with instructor and colleagues.
- You must save all assignments from the Bb site 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.
- Assignments are due on the date assigned. Any late assignments will be reduced by 50% of the grade and not accepted after a week late (except quizzes). Late assignments will also affect your professional commitment points. Quizzes must be completed on time, since they expire by the due date and time. Do not ask to have a quiz re-opened.
- 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.
- Quizzes can be saved and resumed again later. All quizzes are open book and un-timed.
• Personal Home Page: Every student will create a personal page on Blackboard. You are to include a photo and some basic background information both professional and personal. Also include the SED courses you still need to complete your degree/certification. Your page is to be completed before the second session. To view the personal pages, go under Tools => Blogs and include all of your information in one blog. Then comment to some or all of your colleagues. You can use my blog as a sample. This should give you a search box allowing you to search for a specific colleague or List All.

• 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 12 hours per week during spring/summer semesters.

**COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES & 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.

Thanks so much for taking this course with me and for attending WSU. I look forward to working with each of you this semester.

*Sasha Roberts-Levi, M.Ed., Ed.S.*
**CLASS SCHEDULE & ASSIGNMENTS**
*(All assignments due by midnight on due date unless otherwise specified)*

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Class Content</th>
<th>Quizzes</th>
<th>Written Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter (1) Learning Disabilities: Definitions, Characteristics, Historical Perspective, and Current Directions</td>
<td></td>
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<tr>
<td></td>
<td><strong>Due Date</strong> 11:55 PM</td>
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<td>Email Instructor: Web Agreement (found inside the Course Assignments Folder).</td>
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<tr>
<td>Session 1</td>
<td><strong>Monday January 6</strong></td>
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<tr>
<td></td>
<td>Chapter (8) Young Children and (9) Adolescents with SLDs</td>
<td>Chap 1 SLD Char</td>
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<td></td>
<td><strong>Session 2</strong>  Monday January 13</td>
<td></td>
<td>Case Study Summary, Schedule, artifact plans and interview dates (post to the journal section of the website) Due Tuesday January 21st (due to MLK holiday).</td>
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<tr>
<td></td>
<td><strong>Monday January 13</strong></td>
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<tr>
<td></td>
<td>Chapter (10) Medical</td>
<td>Chap 5</td>
<td><strong>No University Class January 20th – Celebrate Martin Luther King Jr.’s Birthday</strong></td>
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<td></td>
<td><strong>Session 3</strong>  Monday January 27</td>
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<tr>
<td></td>
<td>Chapter (5) Theories of Learning: Implications for SLDs</td>
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<td>Comment on a classmates Personal Homepage Blog</td>
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<td></td>
<td>Instructor PPT Birdie Champ Blog</td>
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<td>Parental permission, if applicable (post to the journal section of the website).</td>
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<td>Internet Reading: Search Institute (40 developmental Assets Survey)</td>
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<td></td>
<td><strong>Chapter (10) Medical</strong></td>
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*1_1_2014 Revision*
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture Material</th>
<th>Reading/Assignment</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday</td>
<td>Aspects of SLDs and Brain Based Learning</td>
<td>Instructor PPT</td>
<td>Internet Reading: How ADHD affects learning (NCLD)</td>
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<td>February 3</td>
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<tr>
<td>5</td>
<td>Monday</td>
<td>Chapter (2) Assessment and (3) Clinical Teaching Process</td>
<td>Instructor PPT and Videos</td>
<td>Part 1 Case Study with interviews and updated reference page</td>
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<tr>
<td></td>
<td>February 10</td>
<td>Chap 10 Med Aspects</td>
<td>Instructor’s Materials</td>
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<td>for writing a meaningful and compliant IEP</td>
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<td>PLAAPPF Statement</td>
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<tr>
<td>6</td>
<td>Monday</td>
<td>Chapter (6) Social, Emotional, and Behavioral Challenges</td>
<td>Instructor PPT</td>
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<tr>
<td></td>
<td>February 17</td>
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<tr>
<td>7</td>
<td>Monday</td>
<td>Chapter (7) Attention Deficit Disorder</td>
<td>Instructor PPT</td>
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<td></td>
<td>February 24</td>
<td></td>
<td>Internet Reading:</td>
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<td></td>
<td></td>
<td></td>
<td>Executive Functioning</td>
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<tr>
<td>8</td>
<td>Monday</td>
<td>Chapter (4) Educational Setting / Roles of Family</td>
<td>Instructor PPTs</td>
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<tr>
<td></td>
<td>March 3</td>
<td></td>
<td>Internet Reading: Joyce Epstein, Janice</td>
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<td>Fielka, Culturally Responsive Teaching</td>
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<td>and Assistive Tech.</td>
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<td>9</td>
<td></td>
<td></td>
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<td>Chap 4</td>
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<tr>
<td>Session 10</td>
<td>Chapter (11) Spoken Language Difficulties: Listening and Speaking</td>
<td>Chap 14 Mathematical Difficulties</td>
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<tr>
<td>Monday, March 17</td>
<td>Chapter (12) Reading Difficulties</td>
<td>Chap 11 Spoken Language Difficulties</td>
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<tr>
<td>Monday, March 24</td>
<td>Chapter (13) Written Language, Written Expression, Spelling, and Handwriting</td>
<td>Chap 12 Reading Difficulties</td>
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<td>Monday, April 7</td>
<td>Chapter 13 Written Language, Expression</td>
<td>Part 3 Case Study include artifacts</td>
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<td>Session 14</td>
<td>Chap 13 Written Language, Expression</td>
<td>MTTC SUMMARIES</td>
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<td>Session 15</td>
<td>FINALS</td>
<td>April 28</td>
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<td>April 14</td>
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- Final Reflection Form includes summary of all course points, course reflection and grade proposal.
- Course evaluation (WSU Testing Ctr. Will email it to you)
- Grades will be posted on Blackboard as well as Pipeline no later than 72
hours after today.