



EDUC 423
Characteristics of Learning Disabilities
Spring 2017

Instructor: Dr. Michelle R. Murphy

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Office Hours: Monday 10:00am – noon and Tuesday noon – 2:00pm (*also available by appointment)

Course Meeting Times: Mondays 12:45pm – 3:25pm, CEMC 217

Course Description:

This course considers the academic, social, emotional and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings.

Prerequisite: Full admission to FMU School of Education's Professional Education Degree Program

Course Credit: 3 credit hours

Textbook:

Raymond, E. B. (2017). *Learners with Mild Disabilities, A Characteristics Approach* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 013382711-9; ISBN-13: 978013382711-8

* This is an eText with loose-leaf print version and digital Access Card (digital and print package)

**Additional required readings and interactive web-based activities/assignments may be posted in Blackboard, therefore access to the Internet is needed.

Francis Marion School of Education

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills

1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
- A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

Learning outcomes:

At the completion of this course, learners will be able to:

- Demonstrate knowledge of the definitions and characteristics of learning disabilities, and the impact of co-existing conditions and exceptionalities. (CEC 1.0)
- Demonstrate understanding of the effects of learning disabilities on academic, social, and vocational performance across the life span. (CEC 1.0)
- Demonstrate familiarity with the full range of placements for individuals with learning disabilities. (CEC 2.0)
- Demonstrate an appreciation for cultural diversity and its effect on all aspects of teaching children and youth with learning disabilities. (CEC 2.0)
- Demonstrate understanding of the general and specialized curricula, and modifications and accommodations to make them accessible to individuals with learning disabilities for individualized learning (CEC 3.0)
- Demonstrate knowledge of terminology and procedures used in multiple methods of assessment, data sources for making educational decisions, and factors that could lead to misidentification of individuals with learning disabilities. (CEC 4.0)
- Demonstrate an understanding of the precursors of learning disabilities and methods of intervention (CEC 5.0)
- Demonstrate understanding of social and emotional problems of individuals with learning disabilities and strategies for meeting those needs. (CEC 5.0)
- Demonstrate knowledge of philosophies, theories, models, state and federal legislation, and issues related to individuals with learning disabilities. (CEC 6.0)

Modes of Instruction

Class sessions will include a combination of lecture (with power point presentations, video & audio recordings), demonstration/modeling, simulation and interactive web-based activities, group discussions/presentations, analysis of case studies/diagnostic

reports, and problem solving activities. Students will have opportunities to work both independently and collaboratively.

Course Assignments for EDUC 423

Assigned work must be submitted by 11:59pm on the announced due date. No late assignments will be graded.

It is expected that students read the required text (and any additional assigned readings and/or interactive web-based activities) each week, participate in class discussions, and complete all group and individual assignments/activities including:

A. Class Participation (15 points)

Learners will participate in discussions and short activities/presentations related to course content and text chapters each week. Activities may be individual or group. Learners who are absent from class will not have an opportunity to complete these activities. Each absence (and/or non-participation when in attendance) will result in 1 point being deducted from your participation score.

B. Quizzes: 110 points (11 x 10 = 110 points)

Students will take a weekly graded quiz on the content of each chapter in the textbook. The quizzes will be worth 10 points each for a possible total of 110 points and will be taken online through Blackboard, accessible through the “Quizzes” tab. Each quiz can only be taken once and will have a 30-minute time limit. Each quiz will be due on the day of class by 11:59pm (see Class Schedule/Agenda). Quizzes will no longer be available after 11:59 p.m. on the due date.

C. IRIS Center Online Module (15 points)

Following a discussion of Chapters 1-3, learners will complete one online module (from a choice of two related to Inclusion or Universal Design for Learning) from the IRIS Center – which is headquartered at Vanderbilt University and funded by the US Department of Education’s Office of Special Education Programs (OSEP). The learners will have a *choice* to complete one of either of the two following modules: 1) **Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities**, which highlights classroom considerations that promote access to the general education curriculum for students with disabilities; *OR* **Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students**, which examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments). Details for assignment completion/grading will be posted in Blackboard and reviewed in class. The assessment items for the selected module are due in Blackboard on Monday, February 20th.

D. Presentations (45 points)

Following a discussion of Chapter 5, learners will select a topic for, develop and present (in the final class of the semester) a 15-20 minute production on a topic specific to learning disabilities or an area related to learning disabilities.

Presentation topics will be approved by the instructor prior to beginning your project development. Details for topic approval and assignment completion/grading will be posted in Blackboard and reviewed in class.

Presentations are due and will be presented to the class on Monday, April 24th.

E. Midterm Examination (50 points)

The midterm exam will address topics covered up to the mid-point of the semester (Chapters 1-3, 5, 7, and 8). The exam will consist of 25 multiple-choice questions (2 points each). You will have one opportunity to take the mid-term exam, administered via Blackboard. Once you click Begin, you will have two hours to complete the exam. The mid-term will be made available on Blackboard Monday, March 6th and must be completed by Tuesday, March 7th at 11:59pm.

F. Final Examination (50 points)

The format of the final exam will consist of 25 multiple-choice questions (2 points each) and will only address topics covered after the mid-point of the semester (Chapters 4, 6, and 9-12). Like midterm, you will have one opportunity to take the final exam, administered via Blackboard. Once you click Begin, you will have two hours to complete the exam. The final will be made available on Blackboard Monday, April 24th and must be completed by Tuesday, April 25th at 11:59pm.

Assignment/Examination Points:

<i>Assignments:</i>	
Class Participation	15 Points
Quizzes	110 Points
IRIS Center Module	15 Points
Presentation	45 Points
<i>Examinations:</i>	
Midterm Examination	50 Points
Final Examination	50 Points
Total Points Possible:	285 Points

Grading:

Final course grades will be calculated based on the following scale:

Percentage	Points	Descriptor	Grade
93% -100%	285 - 264 points	With distinction	A
85%-92%	263 - 241 points	Above average	B
77%-84%	240 – 219 points	Average	C
76% and Below	< 219 points	Unsatisfactory	D or F

Course Policies (Dispositions/Attendance/Tardiness/Assignments/Courtesy):

Any exemption to the following course policies will be determined on a case-by-case basis at the instructor’s discretion.

- There will be important updates and information posted regularly in Blackboard, therefore access to the Internet is needed. It is your responsibility to check Blackboard for announcements and updates (including any additional required readings and interactive web-based activities/assignments).
- Your FMU email address will be the primary means of contact for course related information; therefore you **must** check your g.fmarion.edu email account regularly. It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Assignments

- All course assignments must be turned in by 11:59pm on the due date, whether you are absent or not. Late assignments will not be graded.
- This course is being offered for the first time this semester. It is possible that as we move along we may need to make some adjustments to better fit our needs within the course. Please be sure to communicate with me throughout the semester in regards to the assignments (and course content). I will likely check-in via short surveys from time to time, which you can submit anonymously to provide me with open and honest feedback. This feedback is important, as it will allow me to make adjustments as we go along this semester! Please be sure to take these when/if announced and help me to improve upon the course.

Attendance and Participation

- Students are expected to attend all class meetings punctually (i.e., be on time and stay for the entire class), complete all assignments, and participate in all class activities.
- There will be an attendance sheet for you to sign at each class meeting. It is your responsibility to sign the sheet when in class. Names will not be added after the class meeting has ended.

- In the event you are unable to attend a class meeting, please notify me ahead of time, if possible, to make necessary arrangements. You are responsible for obtaining information missed and arranging a time to meet with me, as needed. The FMU Attendance Policy will be strictly followed for EDUC 423. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. For EDUC 423, you are allowed to miss NO MORE THAN TWO CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. The instructor reserves the right to deduct points/lower grade due to excessive absences.

Course Communication/Emails

- All written communication in the course and via emails should be professional. Concise and relevant subject lines should be used and spelling/grammar should be carefully checked. Write in a professional tone. Text message language is not acceptable.
- If you have a general question about the course, please post it in the Question Forum under the "Discussions" tab in Blackboard. If you have a personal question, please email me. Blackboard and email will be checked Monday through Friday between 9am and 5pm. I will do my best to respond to you within 24 hours if contacted Monday-Friday. While I will try, I may not be able to respond and/or check Blackboard and emails over the weekend, so please plan accordingly. *When sending an email, please include a detailed subject line and be sure to reference the course (EDUC 423) in the message and sign the email with your name.*

Professional Conduct

- The use of mobile devices during class or the use of personal computers for purposes other than those directly related to the class are unprofessional behaviors.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

- If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors in which the learner would like to use these accommodations. If at any time during the semester the learner's accommodations need to be altered, the

learner will provide documentation from the University Counseling and Testing Center.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the “FMU Honor Code” section of the Student Handbook available at: <http://www.fmarion.edu/students/article328429.htm> so that you are aware of the policy that will be followed in this course regarding academic conduct.

Other

- Again, EDUC 423 is being offered for the first time this semester. Please be sure to complete the course evaluation at the end of the semester and provide your honest thoughts. In order to help me make changes for future semesters, it is essential to have your feedback. Be sure to consider and include what did work, what did not work, and any suggestions you have for future sections of EDUC 423. I will not see anything related to course evaluations until after the course has ended and final grades are posted, and there is no identifying information attached to evaluation responses – so please be open and honest in your feedback.

*****FMU School of Education Announcements*****

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the columns on the left side of the page.

EDUC 423 Class Schedule/Agenda

*Please note that this schedule is a guide and may be changed to accommodate instructor and student needs and goals for the course. If changes are made, you will be notified.

<u>Date</u>	<u>Topic</u>	<u>Assignments Due/For Next Class:</u>
Monday, January 16 th	Martin Luther King, Jr. Day NO CLASS – FMU Closed	
Monday, January 23 rd	Introductions, Course overview and discussion of syllabus	Course Policy contracts must be submitted by Jan 26th. For Next Class: Read CH. 1 in text

Monday, January 30 th	CH. 1 – Perspectives on Disability	Quiz (Ch. 1) Due in Blackboard by 11:59pm For Next Class: Read CH. 2 in text
Monday, February 6 th	CH. 2 – Issues in Assessment and Identification	Quiz (Ch. 2) Due in Blackboard by 11:59pm For Next Class: Read CH. 3 in text
Monday, February 13 th	CH. 3 – Issues in Instruction and Placement	Quiz (Ch. 3) Due in Blackboard by 11:59pm For Next Class: Read CH. 5 in text
Monday, February 20 th	CH. 5 – Learners with Learning Disabilities	Quiz (Ch. 5) Due in Blackboard by 11:59pm IRIS Center Module – Assessment Items Due in Blackboard by 11:59 pm For Next Class: Read CH. 7 in text
Monday, February 27 th	CH. 7 – Learners with Difficulties in Attention, Communication, and Physical and Sensory Functioning	Presentation Topic(s) – Bring ideas for approval to class Quiz (Ch. 7) Due in Blackboard by 11:59pm For Next Class: Read CH. 8 in text
Monday, March 6 th	CH. 8 – Learners with Autism Spectrum Disorders Review for Midterm **Midterm Exam available in Blackboard**	Quiz (Ch. 8) Due in Blackboard by 11:59pm Midterm Exam Due by 11:59pm on Tuesday, March 7th via Blackboard For Next Class: Read CH. 4 <u>and</u> 6 in text
Monday, March 13 th	NO CLASS – Happy Spring Break ☺ **FMU Spring Break – March 13 –	Don't Forget...For Next Class: Read

	17**	CH. 4 <u>and</u> 6 in text
Monday, March 20 th	<p>Class Meeting in <u>CEMC 225</u> at 12:30 – Technology Workshop with Debbie Jarrett from SCETV (12:30 – 1:20pm)</p> <p>CH. 4 and 6 – A brief snapshot of: Learners with Intellectual, Developmental, Emotional or Behavioral Disorders</p>	<p>**Note Time/Room Change for Today’s Meeting, we will return to 217 following the workshop for class ☺**</p> <p>Quiz (Ch. 4 and 6) Due in Blackboard by 11:59pm</p> <p>For Next Class: Read CH. 9 in text</p>
Monday, March 27 th	CH. 9 – Cognitive and Perceptual Characteristics	<p>Quiz (Ch. 9) Due in Blackboard by 11:59pm</p> <p>For Next Class: Read CH. 10 in text</p>
Monday, April 3 rd	CH. 10 – Language Characteristics	<p>Quiz (Ch. 10) Due in Blackboard by 11:59pm</p> <p>For Next Class: Read CH. 11 in text</p>
Monday, April 10 th	CH. 11 – Academic Learning Characteristics	<p>Quiz (Ch. 11) Due in Blackboard by 11:59pm</p> <p>For Next Class: Read CH. 12 in text</p>
Monday, April 17 th	CH. 12 – Social-Emotional Characteristics	<p>Quiz (Ch. 12) Due in Blackboard by 11:59pm</p> <p>For Next Class: Finalize and Prepare for Presentations</p>
Monday, April 24 th	<p>Wrap-up and Review</p> <p>Presentations</p> <p>Course and COE Evaluations</p> <p>**Final Exam available on Blackboard**</p>	<p>Presentations Due today in class</p> <p>Final Exam Due by 11:59pm on Tuesday, April 25th via Blackboard</p>

Course Syllabus/Policies Contract

Sign, date, and return this form to Dr. Murphy by January 26th, 2017. You may scan it and email back to me, take a photo with your phone and email that to me, or drop it off at my office. You must return this form to me or you will be dropped from EDUC 423.

My signature below indicates that I have read, understand, and agree to the contents of the course syllabus and course policies for EDUC 423.

Student Signature: _____ Date: _____

Student Printed Name: _____