

Course Syllabus

Course Description

This course provides an overview of the field of learning disabilities. The focus will be on the causes, characteristics, assessment, and instructional needs of students with learning disabilities. Topical coverage focuses on the cognitive characteristics that distinguish students with learning disabilities in the areas of attention, social competence, memory, organization, and the academic needs of students in reading, writing, and mathematics. A particular focus will be on meeting the needs of students with learning disabilities across the continuum of educational placements.

Course Objectives

Students will develop understanding of the following:

1. The influence of major legislation that affects individuals who have learning disabilities.
 2. Current educational definitions of individuals with learning disabilities including identification criteria, labeling issues, and current incidence.
 3. The psychological characteristics of individuals with learning disabilities across the lifespan including intelligence, perception, memory, metacognition, attention, and language development.
 4. Academic characteristics of individuals with learning disabilities in reading, written language, and mathematics.
 5. Social/emotional characteristics of individual with learning disabilities including social imperceptiveness, juvenile delinquency, and learned helplessness.
 6. Research supported instructional strategies and practices for teaching individuals with learning disabilities.
 7. Consumer and professional organization, publications, and journals relevant to the field of learning disabilities.
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Course

Syllabus The following will guide you through the semester. The assignments will be found listed under the unit number.

Course Syllabus Fall 2011

<u>UNIT</u>	<u>TOPIC</u>	<u>CHAPTER</u>
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Unit 1	Introduction of instructor and participants.	Written Biography
Unit 2	Conceptual, Historical, and Research Aspects of Learning Disabilities	Chapter 1
Unit 3	Reading and Learning Disabilities	Chapters 3, 6, 7
Unit 4	Memory and Learning Disabilities	Chapter 2

Unit 5	Written Language and Learning Disabilities Chat session	Chapter 8
Unit 6	Peer Relationships and Learning Disabilities	Chapter 4
Unit 7	Mathematics and Learning Disabilities	Chapter 9
Unit 8	Self-Regulation and Strategic Interventions	Chapters 5 & 11
Unit 9	Social Skills and Learning Disabilities	Chapters 10 & 12
Unit 10	Chat session Lifespan Approach to Understanding Learning Disabilities	Chapters 15, 16, 17
Unit 11	Transition and Learning Disabilities	Internet Research
Unit 12	Community Resources and Service Delivery Systems	Chapter 13 & 14
Unit 13	Chat session Understanding Learning Disabilities -	Chapter 18

	Up Close and Personal	
Unit 14	WRAP UP	

This textbook is required reading for this course. The content is rigorous and provides a solid background in the area of learning disabilities.

Required: Learning about Learning Disabilities -- Wong, Bernice (Editor)
Elsevier:Academic Press, San Diego, Third Edition (2004)

- No grades will be curved, and no extra credit is available
- Late assignments will be accepted only with the advanced permission of the instructor and will be penalized 1 full grade for each week they are late. No assignment will be accepted after 2 weeks past

the due date.

- Students should review and be familiar with the Policy on Academic Integrity Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the Internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- Terminology: Under no circumstances should terms such as retarded or learning disabled be used as a noun. Prepositional constructions such as "students with learning disabilities" or "individuals who have mental retardation" are preferred over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced and neat. Edit your work before handing it in, as attention to grammar, spelling, and organization count. All assignments must be completed using APA Format (6th Edition).
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).

If you have special needs as addressed by the Americans with Disabilities Act and are eligible for academic modifications or accommodations, please notify me immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

Grading Grading Criteria

Policy Each and every assignment will be given a grade. Please see the Grading information below. Late

assignments submitted up to 1 week late will be deducted 1 full grade on that assignment. **NO**

assignment will be accepted after 2 weeks of the due date. If there are unique and extenuating

circumstances, please contact me immediately.

There will be a rubric which will guide the grading for each assignment.

Please see the rubric for each assignment below:

[Reading and Math Papers](#)

[Discussion Board Rubric](#)

Please do not get focused on grades! It is what we learn in life that matters, especially to the children we teach.

Evaluation:

Final Grade: TOTAL OF 1000 points

900-1000= A

850-899 = B+

800-849 = B

750-799 = C+

700 -749 = C

BELOW 699 = FAILURE

Grading Criteria

Below are the items that will be graded in this course. Total Possible points equal 1000.

300	Chat sessions 3 @ 100 Points each
350	Discussion Board Responses 7 @ 50 Points each
175	Reading Paper
175	Mathematics Paper

**Additional
Resources for
this Course**

Additional Library & Online Resources

Use the following additional resources will be useful to you as you work on your projects for this course.

Reading & Writing Instruction

Bell, S. M., McCallum, R. S., & Cox, E. A. (2003). Toward a research-based assessment of dyslexia: Using cognitive measures to identify reading disabilities. *Journal of Learning Disabilities, 36*, 505-515.

Hallenbeck, M. J. (2002). Taking charge: Adolescents with learning disabilities assume responsibility for their own writing. *Learning Disabilities Quarterly, 25*(4), 227-246.

Montague, M., & Leavell, A. G. (1994). Improving the narrative writing of students with learning disabilities. *Remedial and Special Education, 15*, 21-33.

Memory & Test-Taking Strategies

Barry, Leasha M., & Moore, William, E. IV. (2004). Students with specific learning disabilities can pass state competency exams: Systematic strategy instruction makes a difference. *Preventing School Failure, 48*(3), 10-15.

Swanson, H. L. (2000). Are working memory deficits in readers with learning disabilities hard to change? *Journal of Learning Disabilities, 33*, 551-566.

Mathematics Instruction

Tournaki, N. (2003). The differential effects of teaching addition through strategy instruction versus drill and practice to students with and without learning disabilities. *Journal of Learning Disabilities*, 36(5), 449-458.

Transition to Employment

Field, S., Sarver, M. D. & Shaw, S. F. (2003). Self-determination: A key to success in post secondary education for students with learning disabilities. *Remedial and Special Education*, 24, 339-349.

Collaborative Teaming

Idol, L. (1998). Collaboration in the schools: A master plan for staff development. *Journal of Educational and Psychological Consultation*, 9(2), 155-163.

Further Online References

Arlington County Public Schools. Testing and evaluation tips. LD Online.

http://www.ldonline.org/ld_indepth/teaching_techniques/testing_tips.html.

Ellis, E. S. Watering up the curriculum for adolescents with learning disabilities, Part I: Goals of the knowledge dimension.

http://www.ldonline.org/ld_indepth/teaching_techniques/watering_up1.html.

Ellis, E. S. Watering up the curriculum for adolescents with learning disabilities, Part II:

Goals of the affective dimension. http://www.ldonline.org/ld_indepth/teaching_techniques/watering_up2.html.

Garnett, K. (1992). Developing fluency with basic number facts: Intervention for students with learning disabilities.

Learning Disabilities: Research & Practice, 7, 210-216 http://www.ldonline.org/ld_indepth/math_skills/garnett_ldrp.html.

Harvey, V. S. Study Skills. http://www.ldonline.org/ld_indepth/parenting/nasp_studyskills.html.

Latham, P. H. Learning disabilities and the law after high school: An overview for students.

http://www.ldonline.org/ld_indepth/legal_legislative/latham_ld.html.

Lavoie, R. (1994). The teacher's role in developing social skills. LD Online

. http://www.ldonline.org/ld_indepth/social_skills/lavoie_teach.html.

LDA Newsbriefs Education Committee. (1998). Reading Methods and Learning Disabilities. Learning Disabilities

Association of America. http://www.ldonline.org/ld_indepth/reading/reading_methods.html.

G. R. Lyon, The NICHD Research Program in Reading Development, Reading Disorders and Reading Instruction.

http://www.ncl.org/research/keys99_nichd.cfm.

McAfee, J. K., & Greenawalt, C. (2001). IDEA, the courts, and the law of transition. *Preventing School Failure*, 45(3), 102-107

. http://www.ldonline.org/ld_indepth/transition/law_of_transition.html.

National Center for Learning Disabilities. Two decades of research in learning disabilities: Reading comprehension, expressive

writing, problem solving, and self-concept. http://www.ldonline.org/ld_indepth/teaching_techniques/ncl_summit99_twodecades.html.

Riggs, C. G. (2001). Work effectively with paraeducators in inclusive settings. *Intervention in School and Clinic*, 37(2), 114-117.

http://www.ldonline.org/ld_indepth/teaching_techniques/work_paraed_inclusive.html.

Scruggs, T. E., & Mastropieri, M. A. (1992). Assessing test-taking skills (chapter two and Appendix A, from Teaching

Test-taking Skills: Helping Students Show What They Know). Brookline Books

. http://www.ldonline.org/ld_indepth/teaching_techniques/testtaking.html.

Sturomski, N. (1997). Teaching students with learning disabilities to use learning strategies. News Digest 25

(a publication of the National Dissemination Center for Children with Disabilities).

<http://www.nichcy.org/pubs/newsdig/nd25txt.htm>.

Vaughn, S., Schumm, J. S., & Arguelles, M. E. (1997). The ABCDEs of co-teaching. *Teaching Exceptional Children*, 30(2).

http://www.ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html.

West Virginia University. Teaching Students with Learning Disabilities. <http://www.as.wvu.edu/~scidis/learning.html>.
