**Auburn University
Department of Special Education, Rehabilitation, and Counseling**

**Course Syllabus – Fall 2016**

**COURSE TITLE:** RESD 5150/6150/6156: Elementary Teaching Methods in Special Education

**CREDIT HRS:** 3 credit hours

**MEETING TIME:** Wednesday, 4:00 – 6:25
 Haley Center 1212

**REQUIRED TEXTS:**

1. Carnine, Silbert, & Kameenui et.al (2006). *Teaching Struggling & At-Risk Readers: A Direct Instruction Approach*

**PROFESSOR:** Craig Darch, Ph.D.
3064 Haley Center
334-844-2104
Office Hours: By appointment

**COURSE OBJECTIVES:**

1. Define component elements of instruction in elementary level reading
2. Describe components of instructional sequences for teaching struggling readers
3. Describe appropriate correction procedures while teaching reading
4. Understand how to develop reading fluency and comprehension
5. Identify appropriate instructional materials
6. Implement appropriate monitoring techniques while teaching reading
7. Understand the development of instructional programs
8. Develop remedial instructional programs in reading (decoding & comprehension)
9. Develop an understanding of teaching reading comprehension
10. Identify critical features of effective writing instruction

**COURSE REQUIREMENTS:**

There will be 2 exams. In addition, there will be 8 unannounced quizzes.

* *Exam #1* (100 pts). This exam will cover approximately one-half of the class content and will focus on teaching reading decoding and comprehension. Questions will be designed to assess students’ ability to apply course content to teaching situations.
* *Exam #2* (100 pts). This exam will be administered on the last class period and will focus on teaching math to students with disabilities. Questions will be designed to assess students’ ability to apply course content to teaching situations.
* *Quizzes* (8 quizzes, 10 points each). There will be 8 unannounced quizzes administered in this class. Questions will cover material from the assigned reading for that day. Quizzes will be comprised of all types of questions.
* *Graduate Student Assignment* (25 pts) Graduate students are required to identify and review five articles (5 points each) that evaluate teaching reading (language arts) instruction for students with disabilities. These one page reviews are due on the last night of class.

**GRADING AND EVALUATION:** The grading system will be based on an earned point system. Final grades will be based on the following:

1. **Undergraduate Students:**

**Assignments Pts. Grades**

Quizzes (8) 80 A=100-90%

Exam 1 100 B=89%-80%

Exam 2 100 C=79%-70%

 D=69%-60%

 F=below 60%

Total Points 280

1. **Graduate Students**: (Please note the *Article Review* assignment)

**Assignments Pts. Grades**

Article Reviews 25 A=100-90%

Quizzes (8) 80 B=89%-80%

Midterm 100 C=79%-70%

Exam 2 100 D=69%-60%

 F= below 60%

Total Points 305

**CLASS POLICY STATEMENTS:**

**ASSIGNMENTS:** All assignments must be typed and prepared in a professional manner adhering to APA Guidelines. For each day an assignment is late, 5% will be deducted from the final grade for the assignment.

**MAKE-UP EXAMS:** Make up exams will be given for university-approved excuses as outlined in the AU Student Policy Handbook.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:** Students who need accommodations should arrange a meeting during the first week of class. Bring a copy of your Accommodation Memo and Instructor Verification Form to the meeting. If you do not have this form, make an appointment with the Office of Accessibility: <https://cws.auburn.edu/accessibility>, 1228 Haley Center, 334-844-2096.

**HONESTY CODE:** Students are expected to respect the Honesty Code of Auburn University.