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| RSED 5150/6150/6156Elementary Teaching Methods in Special Education***Fall 2019******Wednesdays 4:00 – 6:25*** ***Haley 2406*****- - - - - - - - - -****Department of Special Education Rehabilitation and Counseling****College of Education**Instructor Information:**Dr. Craig Darch****- - - - - - - - - -**3064 Haley Center334-844-5943darchcb@auburn.eduOffice Hours: By appointment |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

1. **Course Number:** 5150/6150/6156

**Course Title:** Elementary Teaching Methods in Special Education

**Credit Hours**: 3 semester hours

**Prerequisites:** None

1. **Data Syllabus Modified:** June 2019
2. **Texts:**

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

1. **Course Objectives:**

Upon completion of this class the student will:

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 identify appropriate instructional materials
5. implement appropriate monitoring techniques while teaching reading
6. understand the development of instructional programs
7. develop remedial instructional programs in reading (decoding & comprehension)
8. develop an understanding of teaching reading comprehension
9. identify critical features of effective writing instruction
10. **Tentative Course Content and Schedule:**

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| **Date** | **Topics** | **Reading/Assignments/Materials** |
| August 21 | Who are struggling readers? How urgent is the need? Beginning and primary stage of reading | Chapter 1: Overview of Struggling Readers |
| August 28 | Types of reading programs; devising instructional strategies; critical features of instruction  | Chapters 2: MaterialsChapter 3: Explicit Teaching |
| September 4 | Unison responding/signaling; monitoring/diagnosis  | Chapter 4: Explicit Instruction  |
| September 11 | Blending; segmenting; critical behaviors; research to practice | DI Chapter 5: Phonics |
| September 18 | Most common sounds; stop; VCe; Regular words; sequence  | DI: Chapter 6 & 7: Overview of Instruction  |
| September 25 | Sequence; rate; combinations | Chapter 8: Letter Sounds |
| October 2 | Teaching sounding it out; sight word reading | Chapter 9: Word Reading  |
| October 9 | **Midterm** | **Midterm** |
| October 16 | Passage Reading | DI Chapter 12 |
| October 23 | Story Reading & Fluency | DI Chapter 13 |
| October 30 | Overview of Vocabulary Instruction: Beginning Stage | DI Chapters 14 & 15 |
| November 6 | Vocabulary Instruction: Primary StageOverview of Comprehension Instruction: Beginning Stage | DI Chapter 16 – 18  |
| November 13 | Comprehension Instruction: Primary Level/Overview | DI Chapters 19 – 21  |
| November 20 | **No Class: Thanksgiving Break** | **No Class: Thanksgiving Break** |
| November 27 | Classroom Instruction: 1st – 3rd Grades  | DI Chapter 22 – 23  |
| December 4 | **Exam 2** | **Exam 2** |

1. **Course Requirements/Evaluation:**

There will be 2 exams, a midterm and Exam 2. Exam 2 will cover all material that comes after the mid-term exam. In addition, there will be 8 unannounced quizzes. There will also be a learning activity that will require students to apply ICM concepts. In addition, all graduate students must complete a research review paper.

**Exam #1 (Midterm) (100 pts)**

This exam will be administered During Class 7. The 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. This exam will be comprised of application items, as well as short answer, true/false, and multiple-choice questions.

**Exam #2 (Exam 2) (100 pts)**

This exam will be administered on the university-scheduled time. The final exam will be comprehensive. Questions will be taken from lectures, class discussions, and all readings. This test will be comprised of application items, as well as short answer, true/false, and multiple-choice questions.

**Quizzes (6 quizzes, 10 points each)**

All quizzes will be unannounced. Questions will cover material from the assigned readings for that day. Similar to the exams, quizzes will be comprised of all types of questions.

**Article Review – Graduate Students Only (25 pts)**

Graduate students are required to identify and review five articles that evaluate teaching reading (language arts) instruction for students with disabilities. The article review should be a minimum of 5 pages in length not including the title page and reference page. An example format can be found on canvas. All papers must be typed and must follow APA guidelines. The most recent American Psychological Association (APA) Publication Manual should be followed. No late assignments will be accepted.

**Grading**

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| **Assignments** | **Point Values** |  | **Grading Scale** |
| Exam #1 | 100 |  | 90-100 = | A |
| Exam #2  | 100 |  | 80-89 = | B |
| Quizzes | 60 |  | 70-79 = | C |
|  |  |  | 60-69 = | D |
| \*Article Review (graduate only) | 25 |  | Below 60 =  | F |
| **Total** | **260 undergrad****285 graduate** |  |  |  |

**Class Policy Statements:**

***Attendance:*** Students are expected to attend class and participate in class discussions and activities. Attendance will be taken. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

* **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
* For each day an assignment is late, 5% will be deducted from the final grade for the assignment

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Classroom Behavior:* “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Honesty Code:*** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.