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Website:  
Home phone: 218.343.1337.  
You may call my cell during the week before 8 PM.  
Office Hours: M/W: 11-12 and 4-5; T: 10:00-2:00  
Course Day/Times/Location: Mon/Wed from 3:00-3:50, 3/21 thru 5/4; HH42.

Catalog Description: Basic characteristics of students with mild disabilities (learning disabilities, behavior disorders, cognitive disorders) and classroom modifications that may help them succeed in the general classroom will be covered, as will the range of positions regarding the philosophy of inclusion. Prerequisite – SPED 310.

Vision Statement: Our graduate will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Mission Statement: The WIU Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.


WIU Email: All electronic communications will be sent to each student's WIU email address. Students need to check their WIU email regularly.

WIU Western Online: Students will be required to participate in Western Online course activities and assignments. Students need to set up their access to Western Online.

Students Rights + Responsibilities: Students should be aware of their rights and responsibilities as agreed upon by WIU. This information is presented on the WIU website at: http://www.wiu.edu/provost/students.php

Accommodations: In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Attendance + Participation: All students are expected to attend all class sessions and be active participants throughout. Students are responsible for contacting the instructor if they must miss class and are responsible for getting the information presented from another student - but it is impossible to "make-up" missed class time! Therefore the following policy will be enforced.

This class will meet for 1 hour on 16 days for a total of 16 hours.

The grades earned by students who miss a total of 3.5 hours of class time (21%) will be lowered one full letter grade at the end of the semester. The grades earned by students who miss a total of 4.5 hours of class time (28%) will be lowered two full letter grades at the end of the semester. Students who miss more than 5 hours of class time will fail this course.
Course Objectives - Students will:
- Demonstrate an understanding of how student exceptionalities influence professional practice, including assessment, instructional planning and implementation, as well as program evaluation
- Understand how characteristics of exceptional learners leads to unique learning needs and differences
- Learn instructional strategies to individualize instruction, assessment, and the learning environment for individuals with exceptionalities
- Use student information such as assessment data and IEP goals to design instruction for students with diverse learning needs which leads to student growth
- Understand current education practices for supporting diverse students including Response to Intervention and Universal Design for Learning
- Practice collaboration to address instructional needs of individuals with exceptionalities

Illinois Professional Teach Standards Addressed in this course:
- Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement
- Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs
- Considers the needs of each student when planning instruction
- Understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses
- Uses data to plan for differentiated instruction to allow for variations in individual learning needs
- When planning instruction, addresses goal and objectives contained in 504 Plans and IEPs (Individual Education Plans) or IFSPs (Individual Family Service Plans).
- Works with other to adapt and modify instruction to meet individual student needs
- Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics
- Understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.
- Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences.

Homework Assignments: Assignments 1-3, 50 points each, Assignment 4, 100 points for a total of 250 pts.

There are 4 homework assignments required in this course. Information and grading criteria for each homework assignment will be given in class. Every assignment MUST BE COMPLETED in order to obtain a passing grade.

Grading Procedure and Grading Scale: There is a total of 250 points possible in this course and all grades will reflect the percentage of pts. earned by the student.

Grading Scale

A  =  93% - 100%
A-  =  90% - 92%
B+= 87% - 89%
B+  =  84% - 86%
B   =  81% - 83%
C+=  78% - 80%
C+  =  75% - 77%
C   =  72% - 74%
D+  =  69% - 71%
D   =  66% - 68%
D-  =  62% - 65%
F   =  Below 62%

ALL LATE ASSIGNMENTS WILL LOSE ONE FULL LETTER GRADE.

Very Important Additional Course Information

Academic Integrity is fundamental to teaching, learning, and scholarship. You should be familiar with the academic integrity policies of WIU: http://www.wiu.edu/policies/acintegrity.php
Teacher Dispositions: A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). The disposition checklist can be found at this address: (http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)

COLLABORATION: Works together with others to achieve a common goal in all academic and professional settings.
HONESTY/INTEGRITY: Demonstrates truthfulness, professional behavior and trustworthiness.
RESPECT: Honors, values, and demonstrates consideration and regard for oneself and other.
COMMITMENT TO LEARNING: Demonstrates a respect for and is serious about knowledge acquisition.
EMOTIONAL MATURITY: Demonstrates situationally appropriate behavior.
RESPONSIBILITY: Acts independently and demonstrates accountability, reliability, and sound judgment.
FAIRNESS: Demonstrated commitment to meet the education needs of all students in a caring, non-discriminatory, and equitable manner.
BELIEF THAT ALL STUDENTS CAN LEARN: Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn.

1. Accept the responsibility for your own education. As an adult learner what you get out of any course, workshop, and/or inservice depends much more on you than on the instructor or the content.

2. Act with professionalism in everything you do. Being a professional includes all interactions with others (even those you don’t like). Communication and professional collaboration involves listening, expressing your ideas, keeping confidentiality, accepting responsibilities, showing respect for yourself and others. The respect you have will be demonstrated in your words, your writing, and your behavior, as well as through your language, body language, actions, and appearance.

3. Hold high standards for all written work. All work should look professional, follow a formal writing style, have excellent grammar, composition, and spelling as well as a professional appearance and flow. Use your computer's spell checker, grammar check, dictionary, and thesaurus! Use the writing center, peer readers, and read your written work out loud to proof for errors in redundancy, word omissions, and grammatical errors before submitting your work for a grade. Assignments will also be evaluated on the accuracy and depth of your information and your presentation of that information. You make a statement about yourself through the quality of your work. Attached to this syllabus is “Proofing Your Writing”

   No papers will be accepted that contain 5 or more of the errors listed. Papers with 5 or more errors will be proofed and returned for students to make the noted corrections. Once corrections are made a grade will be assigned. The Writing Center is available to all students. Studies have shown that students that take advantage of these services improve in both organization and written expression.

4. Don’t cheat. This includes cheating on tests, assignments, or research, and plagiarism of any kind. Any time you use someone else's ideas or information you must give that person credit and include accurate citation information! Plagiarism includes copying information from your textbook, computer, or other source without quotations and appropriate citation information. If you are unsure of the correct way to reference information/ideas of others in your papers, consult the WIU Writing Center and the APA samples provided in class. Cheating of any type will result in a failing grade in my class. Cheating and plagiarism can result in dismissal from WIU.

5. Grades. If you are concerned about your grade in this class, it is your responsibility to visit with me about it. I will be very happy to work with you to improve your grade, if possible, but don’t wait until the last week of the class to show your concern. Whenever you receive graded work you should make sure you completely understand your grade.

6. You must complete all assignments in order to pass this course. You may not choose to take a zero on one assignment or test in the hopes that your remaining average will still be passing. On the other hand, just because you do complete all assignments, that does not mean you are guaranteed a passing grade. You must complete all assigned work as well as earn a passing grade in order to pass.

7. No Double Dipping. Assignments and/or papers you have completed in other courses are not acceptable in this course. All students need to meet the requirements of this course with original material.

8. Unethical Behavior. Any student who engages in any form of misrepresentation, intimidation, and/or manipulation toward the professor or another student will fail this course. All students are encouraged to study the WIU Student Code of Conduct.

9. Laptops and Cell Phones. Use technology appropriately. Using laptops to take notes in class is fine – surfing the net or checking your email is not acceptable. Cell phones are not to be used during class and must be turned off and put away.

10. Take Advantage of the WIU Writing Center. Students can receive free tutoring, advice, and guidance in all areas of academic writing at the WIU Writing Center.
Proofing Your Writing

1. Correct use of the apostrophe!!!!
   one student’s progress  ten students’ progress  the children’s progress
   one author’s idea  two authors’ idea

2. The difference between an apostrophe and a plural form.
   The ten students finished their drawings.
   The ten students’ drawings were finished.

3. Proof for correct homonyms:
   Put the book over there. (place)
   Their books are heavy. (ownership)
   They’re in the library. (contraction for they are)

4. A lot is two words, not one.

5. Do not end a sentence with a preposition.
   NOT: The test indicates the grade level the student is functioning at.
   BETTER: The test indicates the student’s current level of functioning.

6. Avoid inconsistencies in tense, form, and person.
   NOT: Ms. Smith used an informal reading test and thinks it is more accurate.
   BETTER: Ms. Smith used an informal reading test and thought it was more accurate. (tense)

   NOT: Some suggestions for teaching students with vision difficulties include: seat the student in the
   front; handouts with large print; and making sure there is no glare on the blackboard.
   BETTER: Some suggestions for teaching students with vision difficulties include: seat the student in the
   front; provide handouts with large print; and make sure there is no glare on the blackboard. (form)

   NOT: Teachers should follow the requirements of student IEPs. You should pay attention to . . .
   BETTER: Teachers should follow the requirements of student IEPs. They should pay attention to . . .
   (person)

7. Avoid informal language in writing.
   USE students, youth, children, or learners, NOT kids
   USE is similar to, NOT kind of like
   USE is unaware of or lacks knowledge of, NOT is clueless

8. Avoid generalizations.
   NOT: Reading tests aloud to students with learning disabilities is frequently required.
   BETTER: Reading tests aloud to students with certain types of learning disabilities is frequently required.

9. Show respect by stating the person before the disability.
   a teacher of students with behavioral disorders  NOT  a BD teacher
   classrooms for students with learning disabilities  NOT LD classrooms

10. Avoid inaccurate, outdated, and disrespectful language.
    USE disabled, NOT crippled or handicapped
    USE a child who had a seizure or had a temper tantrum, NOT had a fit, lost it, went ballistic
    USE an individual who is mentally ill, experiencing behavioral problems or emotional disturbance, NOT crazy or nuts
    USE cognitive disability, NOT mentally retarded

11. Avoid engaging in disrespectful and/or derogatory behavior and conversation in your professional and
    personal life.
    Don’t use terms such as “that’s so retarded,” “that’s so gay,” “that’s so OCD,” or “you throw like a girl”
    Don’t participate in jokes that make fun of the limitations, differences, or cultures of others.
    Don’t accept generalizations about groups without the facts.

I will not accept any written work which includes 5 or more of the above errors. It will be returned for the student
to make corrections before it will be assigned a grade.
### SPED 390 – Spring 2011 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments due (assignment details below chart)</th>
<th>Topics discussed in class</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<td>3/21</td>
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<td>3/23</td>
<td>Read: Hammeken, Chapter 3 Web activity:</td>
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<td><a href="http://www.pbs.org/wgbh/misunderstoodminds/">http://www.pbs.org/wgbh/misunderstoodminds/</a></td>
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<td><strong>Week 2</strong></td>
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<td>3/28</td>
<td>Read: online text: Teaching Every Student in the Digital Age, Chapters 2-4 <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></td>
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<td><strong>Week 3 4/4</strong></td>
<td>Read: Hammeken, Chapter 4 <strong>Web Activities:</strong> Learning styles quiz: <a href="http://people.usd.edu/~bwjames/tut/learning-style/">http://people.usd.edu/~bwjames/tut/learning-style/</a> and Multiple intelligences quiz: <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm">http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm</a></td>
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<tr>
<td>4/6</td>
<td>Read: Hammeken, Chapters 5 and 9 Due: Assignment 1: Vocabulary Lesson. <strong>Be prepared to share in class if this is your partner assignment.</strong></td>
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<td><strong>Week 4</strong></td>
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<td>4/11</td>
<td>Read: Hammeken, Chapter 12</td>
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<tr>
<td>4/13</td>
<td>Read: Hammeken, Chapters 6-8 (writing, spelling, math)</td>
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<tr>
<td><strong>Week 5</strong></td>
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<td>4/18</td>
<td>Due: Assignment 2: create a graphic organizer describing the characteristics common to individuals with a selected disability, and suggestions for accommodating specific academic and behavioral challenges related to the disability. <strong>Be prepared to share in class if this is your partner activity.</strong></td>
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<tr>
<td>4/20</td>
<td>Read: Hammeken, Chapter 11</td>
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<td><strong>Week 6</strong></td>
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<td>4/25</td>
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Assignment number/due date

Assignments 1-3

1/due 4/6

Vocabulary lesson: Every subject area has its own unique vocabulary, therefore every teacher should have a strategy for teaching vocabulary. It is safe to assume any classroom will include students with any of the following learning difficulties: Specific Learning Disability or Speech Language Disability related to vocabulary acquisition, students who may be English Language Learners, or students who may have gaps in the background knowledge required to master the content of a lesson. Prepare a lesson to specifically pre-teach vocabulary to students with those learner characteristics.

The lesson format should include:
· Introduction: including an overall description of the content to be taught in this lesson, the lesson objectives, key concepts, new vocabulary, and review vocabulary.
· Connections: the next paragraph should discuss strategies you will use to review prior knowledge and build background information.
· Activities: What meaningful activities will you build into this lesson for all students? What supports/scaffolds have you planned to support students with exceptionalities?
· Conclusion: How will you evaluate student mastery? How do you anticipate this lesson will support every learner in obtaining your lesson objectives? How will you support students who may still be struggling with the vocabulary?

Be prepared to discuss your vocabulary instructional strategies in class.

2/due 4/18

Graphic organizer:
Create a graphic organizer of your own design outlining the characteristics common to students from a disability category that typically has both academic and social/emotional needs. Include the following information on your organizer:
· Characteristics common to individuals with that disability
· Academic scaffolds which could be beneficial based on the areas of academic need
· Social/behavioral supports that could be built into the class or school environment
· A description of class procedures that would be beneficial for this group of students

**Be prepared to share your graphic organizer in class.**

**Tic Tac Toe Board:**
Rather than giving a test as a final summative assessment, create a tic-tac-toe board of at least 9 different options for students related to a unit you may teach. Examples will be provided in class. Write a one to two page summary of your tic-tac-toe board; discuss how the activities are related to the goals of a unit you might teach, also address how the board you have created provides differentiated activities for diverse students.

**Be prepared to share your activity board in class.**

**Universal Design for Learning (UDL) Lesson Plan and Assessment**
2-3 page paper containing a lesson that has been revised around student needs/mock class data. Accommodations need to be made in at least 6 of the 9 UDL areas. Additional assignment information will be provided, including a sample outline and rubric.