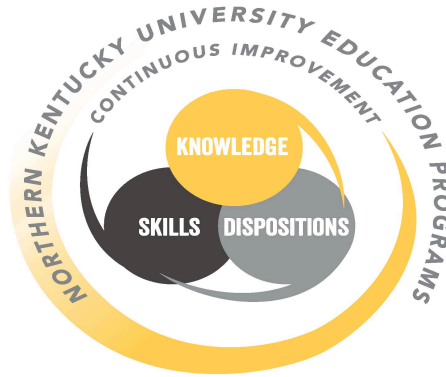


Northern Kentucky University
College of Education and Human Services
EDS 364 Characteristics of Learning Disabilities
3 credit hours
Friday 9:00-11:45 Hybrid MEP 137
Spring 2017



Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

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Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Professor: Melissa M. Jones, Ph.D.

Telephone: (859) 572-1423

Office Hours: Wednesday 11:00-a.m. – 2:00 p.m. Thursday 1:00-4:00 p.m.

Additional office hours available by appointment.

Office Location: MEP 286

e-mail: jonesme@nku.edu

Required Textbooks:

Two books are required for this course:

1. Mercer, C.D., & Pullen, P.C. (2009). *Students with learning disabilities* (7th ed.). Upper Saddle River, NJ: Pearson.
2. Rodis, P., Garrod, A., & Boscardin, M.L. (2000). *Learning disabilities & life stories*. Needham Heights, MA: Allyn and Bacon.

Selected supplemental readings and online activities will also be assigned. Information about these readings and activities will be provided on blackboard.

Course Objectives and Learning Targets:

Course Description: Definitions, etiological factors, assessment and remedial approaches for learning disabilities. More specifically, this course covers the nature and needs of students with learning disabilities and the development of positive classroom instructional strategies and structures for supporting these students. The course focuses on a student perspective, marrying disability studies with special education. History of the field, definitions and causes, eligibility criteria, and examples of the learning and behavior issues associated with LD will be presented. The following table presents the specific course objectives, related KY Teacher Standards, CEC Initial Level Educator Preparation Standards, InTASC Model Core Teaching Standards, KY Framework for Teaching Domains, and relevant means of assessment.

Student Learning Outcomes, Assessment, and Standards Alignment :

Student Learning Outcomes At the conclusion of this course, teacher candidates will be able to:	Methods of Assessment KAS Assignment	Relevant KY Teacher Standards Link: KTS Initial	InTASC Category Link: InTASC Model Core Teaching Standards	Relevant CEC Standards Link: CEC Initial Special Education	KY Framework for Teaching (KFfT) Domains Link: KfT KAS Alignment
State the eligibility criteria under IDEA for the disability category of LD and describe the multi-factored evaluation process for determining eligibility for LD.	In-class on-demand tasks; Exams	1.1	Learning Differences 2 (h) Assessment 6 (g) Professional Learning and Ethical Practice 9 (j); (o)	ISCI 1 K2; IGC1 K1; ISCI 6 K5; IGC6 K1, K3	4F
Identify the factors that influence and contribute to LD.	Guided Reading	2.2	Learning Differences 2 (a); (g); (h); (i); (k)	ISCI 1 K2, K3, K8, K10, K11, K12; IGC1 K4, K8, K9, K12; IGC5 K11	1B

Candidates will be able to to identify disability characteristics and explain the potential impact on teaching and learning.	Guided Notes; Discussion Board; Final Exam; Final Project	1.1, 1.2, 3.3, 3.4, 10.1, 10.2, 10.3	Learning Differences 2 (g); (h); (j); (k) Planning for Instruction 7 (b); (i); (n)	ISCI 2 K2 ISCI 2 K4 ISCI 2 K5 ISCI 2 K9 IGC5 K11 ISCI 6 S10	1C
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Course Assignments and Grading:

Candidates will complete the following assignments:

Assignments	Points Possible
Guided Reading Notes (7 @ 10 points each)	70 points
Reflections (6 @ 12 points each)	72 points
Discussion Board Contributions (4 @ 5 points each)	20 points
Class Mini Assignments	75 points
Federal Definition Exam	30 points
Final Exam Application Test	30 points
Final Project	50 points
Attendance and Participation	30 points
Total Points Possible	377 Points

Final grades will be based on the following:

Grade	Percent	Points
A	95-100	358-377
A-	93-94.99	351-357.99
B+	91-92.99	343-350.99
B	87-90.99	328-342.99
B-	85-86.99	320-327.99
C+	83-84.99	313-319.99
C	77-82.99	290-312.99
C-	75-76.99	283-289.99
D+	73-74.99	275-282.99
D	70-72.99	264-274.99
F	< 70	<264

*** Note:** The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

The grade of “A” is reserved for those students whose performance in this course is determined to be “excellent” or “superior.” Excellent or superior performance would include attending class and contributing to class discussions; correct use of English

grammar, punctuation, and spelling on **all** work submitted; **all** work submitted in the proper form; care made to make corrections and assignments resubmitted when necessary; and a demonstration of a thorough understanding of the material, terms, and concepts on the examinations, projects, and assignments.

If at any time you have questions or concerns about your performance in this class, please contact me for an appointment to discuss these concerns. I am here to help you. Please do not hesitate to ask for assistance when needed!

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines that accompany each assignment.

Description of Course Assignments:

Attendance and Participation

(30 points)

Attendance and participation in both the face-to-face and online portions of this class is imperative in order to gain the knowledge needed to apply to future classes and teaching. Each face-to-face class attended will be worth 2 points, and the completion of all online assignments by the designated due date will be worth 2 points as well (15 classes x 2 = 30 points).

During the online portion of this class, **it will be necessary for students to complete each set of class activities by the deadline indicated** so that we may all benefit from the discussion board conversations at the same time. PACE YOURSELF accordingly! Late assignments will not be accepted, unless arrangements have been made with the professor PRIOR to the due date.

Class Mini-Assignments

(75 points)

In order to help class participants reflect on and apply the ideas, concepts and facts presented throughout each class, either face-to-face or online, candidates are asked to complete a variety of activities related to the course. There are 9 separate activities, with each activity given a specific point value based on the amount of work required to complete each. These range between 2-20 points per activity. Specific assignment point values are provided within each class module. Total points for all of the activities together equals 75 points.

The instructor takes great care to read and grade each assignment uploaded, providing specific feedback to each student. Please be sure to periodically check the grade center to review comments provided by the instructor. This is an opportunity for us to dialogue and for you to receive feedback concerning your work, especially during the online portion of the class.

Discussion Board

(20 points)

The instructor of this class attempts to get at the heart of what it means to live with a disability. To explore the concept of disability, during the online classes, there will be 4 opportunities for candidates to discuss the various topics in a discussion board format. Since the discussion board is one of the cornerstones of the online component of this course, it is expected that each class member participate in EVERY online discussion,

receiving up to 5 points for participation during each forum. Participation includes answering the required prompt in a thoughtful manner, **responding to at least three others in the class**, providing insight or creative thought to a discussion thread, posing questions to the other class participants and/or instructor, and participating in the discussions in a timely manner. (4 @ 5 points each totaling 20 points)

There may be times during our online discussions when you disagree with what a class member has said. Professionalism in responding to those with whom we disagree is expected, using positive forms of critique and communication AT ALL TIMES. I will be asking class members to deconstruct traditional notions of ability, disability, and special education. This may feel uncomfortable at times, so providing support to each other as we explore our own beliefs and practices is necessary for creating a safe venue in which these difficult discussions can occur.

Guided Reading

(70 points)

The textbook was chosen as a resource for this course, containing valuable information to support your learning in this class. To help you profit from this resource, guided reading notes are provided to use when reading the text chapters. Completion of the guided notes is a required activity throughout the semester. For each guided reading completed, you will have an opportunity to receive up to ten (10) points. The guided readings will be submitted on Bb. Please feel free to work ahead on the guided readings, if desired. (7 @ 10 points each totaling 70 points)

Reflections

(72 points)

The *Learning Disabilities and Life Stories* book is filled with essays written by individuals with disabilities. Since it is always better to learn from the individuals who live the experience, you are required to read essays from the book and submit a written reflection about each story read, answering three questions: **1) What? 2) So What?; and 3) Now What?** (see scoring guide for specific details about these questions).

A total of six reflections will be required. Read five (5) of the stories written by people with disabilities in *Learning Disabilities and Life Stories*. After you have read each story, write a reflection on that story, sharing what impact the story may have had on you and how your teaching might be influenced by the information shared in the book.

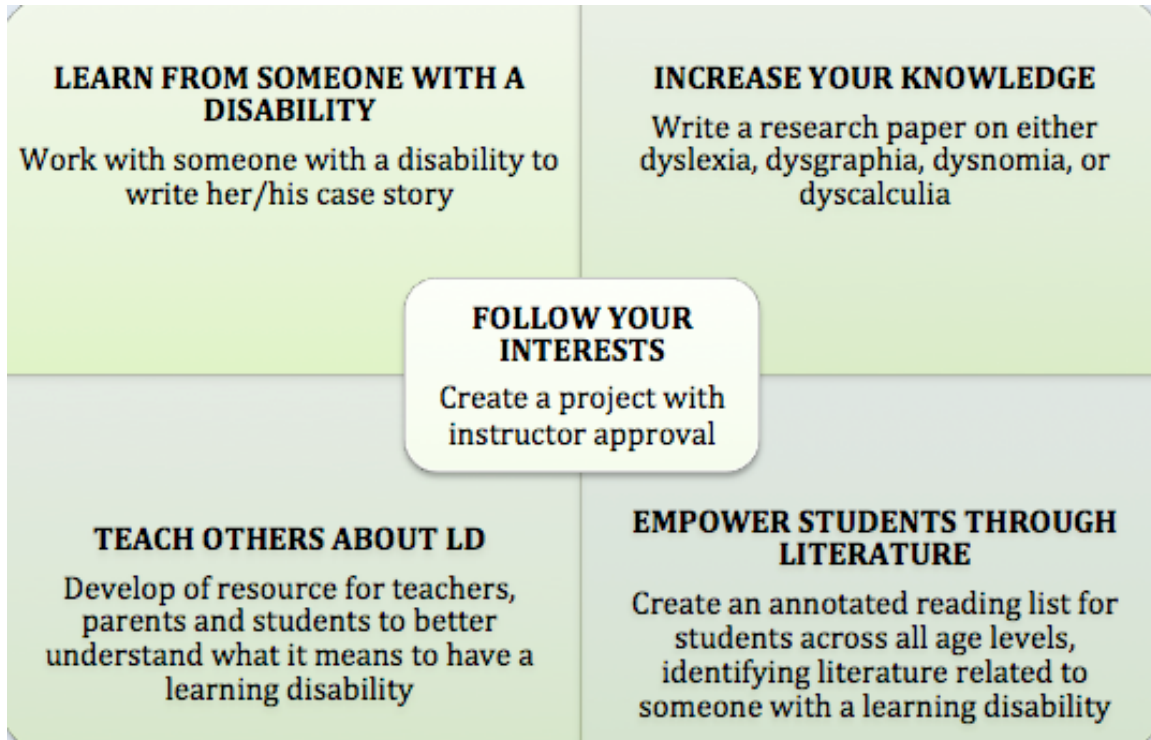
- **Reflection #1:** Begin by reading the first story, “Blake Academy and the Green Arrow” by Oliver Queen beginning on page 3.
- **Reflections #2, #3, #4:** The next three (3) stories you read are of your choice. An abstract of each story is provided at the beginning of every chapter to guide you in making your choices.
- **Reflection #5:** During the module on ADHD, you are required to read the essay “Bad” by Gretchen O’Connor
- **Reflection #6:** For the final reflection you are required to read “Skin Deep Learning” (p. 157) in the *Scholarly Perspectives* section. Twelve (12) points will be awarded for each reflection written. The reflections will be submitted on Bb for grading. Please feel free to work ahead on the reflections, if desired.

* See Scoring Guide for specific grading criteria.

Final Project

(50 points)

For your final class project, you have 4-5 choices.



Option 1: Case Story

This course on learner characteristics is designed using a Disability Studies perspective, learning about disabilities from individuals who are living the disability experience. To further your professional understanding of LD, this project provides you with an opportunity to work with an individual who has a learning disability, helping her or him to develop her or his own case story or auto-biography about experiences both in and out of school. Information for this project should be obtained **over time** through interviews, conversations, writing or journaling projects, photographs or videos, **and** editing sessions, as you assist an individual with a disability capture her or his story.

Prior to working with someone to develop a case story, gain permission from the individual to share her or his story (see permission forms attached). The story should be told in the first person, using the individual's own personal voice to relay her or his experiences. Word choices should be made by the individual who the story is about, and editing sessions should be conducted so the individual can approve the final version of the story being shared. Remember, this is the story of the individual with a disability, and should be an authentic representation of her or his feelings and experiences.

If you have an identified learning disability, you may develop your own auto-biography and submit it for this project, but you must also sign a permission form as well as provide a truthful rendition of your experiences. This is not meant to be a creative writing project, but rather a form of auto-biography

([p://homeworktips.about.com/od/paperassignments/a/autobiography.htm](http://homeworktips.about.com/od/paperassignments/a/autobiography.htm))

or oral history (http://dohistory.org/on_your_own/toolkit/oralHistory.html).

You are writing to inform others through your story or through the story of others with disabilities.

Length: If written, case stories should be between 7-10 pages in length. The absolute maximum is 15 pages (not including title page), double-spaced, 12-point font. However, alternate forms of narrative are also possible, such as the creation of a collage, drawn pictures or photographs, audio or video recorded stories, digital story telling (<http://digitalstorytelling.coe.uh.edu/>), photo essays, or photovoice journaling (http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf).

If you are planning to use an alternate form of auto-biography, please discuss this with your instructor.

Style: The style of the case story will vary based on the information that is shared. Note the styles of case stories in the following books as examples:

Rodis, P., Garrod, A., & Boscardin, M.L. (2000). *Learning disabilities & life stories*. Needham Heights. MA: Allyn and Bacon.

Jones, M.M. (2004). *Whisper writing: Teenage girls talk about ableism and sexism in school*. NY: Peter Lang Publishing

Permission Forms:

Permission Form #1: Since the story shared will be a representation of someone else's life, it is imperative that permission be obtained from the individual to share the case story with your course instructor. Therefore, a permission form has been provided to you to have the individual with whom you are working sign **prior** to beginning this project. This permission is **required** and must be signed and attached to your case story when you turn it in.

Permission Form #2: It is hoped that the case stories shared could be used in a future publication about the lives of individuals with disabilities. Full credit will be given to the candidate facilitating the case story development, if the story is used. However, permission needs to be granted by the individual writing the story to have the story shared with others outside of this class. For this purpose, the second permission form is for the individual to grant permission allowing the story to be possibly included in a future publication. The second permission form is requested, but not required. The story will not be included in an upcoming publication if the second permission form is not signed. This will NOT affect the candidate's grade.

Confidentiality: It is imperative that the confidentiality of the individual in the case story be maintained. When writing the case story, ask the individual to choose a pseudonym to use for herself or himself, as well as for others she or he may mention in the case story. Assure the individual you will maintain her or his confidentiality at all times. *However, tell the individual at the outset that if an abusive situation is disclosed, you have an obligation to report the situation to the appropriate authorities.*

Additional Requirements: Proofread your work for errors in spelling, punctuation, or grammar before submitting it for evaluation. If you require assistance, please ask!

- See Scoring Guide for specific grading criteria.

Option 2: Specific Topic Research Paper

This course is concerned with the nature and needs of children and young adults with learning disabilities. This research project is designed to provide you with an opportunity to delve more deeply in to the various forms of learning disability using professional literature as the primary source of information. Topics include dyslexia, dysgraphia, dysnomia, or dyscalculia.

If a different but related topic is preferred, please discuss options with the instructor prior to beginning your research.

The research paper should **include strategies** for supporting students with the specific form of learning disability. The paper should also **conclude with a reflection**, explaining how this new information will influence your future teaching. Provide **specific examples** of what you might do differently as a result of what you learned by conducting this literature review and research.

Length: These papers should be between 8-10 pages in length. The absolute maximum is 15 pages, double-spaced (not including title and reference pages).

Content: This paper is not a comprehensive review of the literature, but rather a focused examination of some of the research findings in **one specific area** of learning disability. It should be narrowly focused.

Style: APA. If you are unfamiliar with APA style, please see guidelines posted on blackboard, or refer to the American Psychological Association website.

References: Minimum of **10 references** must be cited. These should be a mixture of current (within the last 10 years) published journal articles, books, and ERIC sources. Generally, the popular press is not an acceptable source for work of this type. Reputable internet sources are acceptable, but you still will **need a minimum of at least three (3) sources from professional journals.**

Additional Requirements: Margins should be approximately 1 inch. Proofread your work for errors in spelling, punctuation, grammar, and use of People First Language before submission. See Scoring Guide for specific grading criteria.

Option 3: Children's Literature Review

To help students with disabilities better understand themselves and their learning differences, explore the available children's literature pertaining to disability, read the books identified, and develop an annotated bibliography of children's literature that covers topics related to disabilities, exceptionalities, and/or human differences, focusing on LD and/or ADHD when possible.

Provide a complete citation for each book, as well as the targeted age/grade range, and disability. Each entry should include a **description of the plot** (sufficient to demonstrate that you read the book), an **analysis of the contents**, including the **sensitivity of the language**, the **accuracy** of the content, and the **contemporary issues** presented. Each entry should **conclude with an explanation of how you might use the book**, explaining **possibilities for effective classroom use**. Please be aware that some literature is better than others, so be sure to choose books that would help the reader better understand or gain empathy for individuals with disabilities (or themselves).

Literature should cover **all age and grade levels**, including at least two books for primary age students, two for upper elementary, two for middle level students, and two for secondary aged students with disabilities. Note: The last two books can be in any age level, totaling 10 books.

In addition to the annotated bibliography submitted for grading, on the scheduled due date, provide a 1-2 page handout for each class member, that includes a list of the books reviewed and a few words about each of the books. Opportunity will be provided for teacher candidates to share which books were considered the best to use with students. Each book should be referenced using APA format.
See scoring guide for more details.

Option 4: LD Resources

To contribute to a supportive environment for students with disabilities, develop a **resource of information about LD that can be shared with teachers, parents, and students, both with and without disabilities**. The resource(s) should include information about **what a learning disability is**, **common characteristics** including strengths and possible weaknesses or needs, common **strategies or tools**, and **resources** for more information, including websites, agencies, organizations, books, and/or laws.

You may create one resource that would be helpful to all groups, or you may adapt the resource for use with each of the groups, creating three to four different forms of the same resource. In either case, you must consider language use and avoid or adequately explain jargon so that parents and students can benefit from the resource, as well as teachers.

The resource can be created in brochure form, as a set of fact sheets, as a website, blog or wiki (or any other format accessible to teachers, parents and students). The resource needs to be **visually appealing** and include **accurate information** that would effectively inform teachers, parents and students about what it means to live with a learning disability.

Addressing the **affective** side of living with a disability would be expected as well. Guide should **conclude with a thoughtful reflection of how this information and guides can be used in your future teaching**. Specific examples should be included. *See scoring guide for more details.*

Option #5: Follow Your Interests and Create Your Own Project

Many of you come to this class with a variety of experiences and interests in the field of special education and disability. If you have an idea for a project that is slightly different from one of the assigned project options, or have a new idea entirely, please discuss the idea with your instructor. I am open to projects that are relevant and meaningful to you, and that lead to further learning on the topic of LD.

Final Examination:

The final examination will be submitted online during final exam week.

Course Policies and Procedures:

Students will complete all assignments within the designated time frames and fully participate in class discussions and group activities.

Student Honor Code: The [Student Honor Code](#) [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

3 credit hours = 3 hours of in-class or (online) work x 3 hours of out-of-class work (homework) = 9 hours per week x 16 weeks = 144 expected hours of course work.

Estimates of the time required for a typical student to complete course expectations are as follows:

Instructional Activity	Hours
Face-to-face class sessions: 9 x 2.75 hours	24.75 hours
Online Class Assignments and videos: 7 weeks x 5 hours	35 hours
Required text reading and guided readings: 7 x 2 hours each	14 hours
Online Guided Readings: 3 x 2 hours each	6
Exam #1 Preparation and Completion	4 hours
Final Exam Preparation and Completion	5 hours
Readings with Reflections: 6 x 3 hours each	18 hours
Discussion Board Preparation, Posts and Responses: 4 x 1.5 hour each	6 hours
Preparation and Submission of Final Project:	25 hours
Total	137.75 hours

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student

who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of the following:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Bibliography: (Other resources to support your learning)

- Charlton, J.I. (1998). *Nothing about us without us: Disability oppression and empowerment*. Los Angeles, CA: University of California Press.
- Davis, L.J. (Ed.). (2006). *The Disability Studies Reader*. NY: Routledge.
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- Jones, M.M. (2011). Awakening teachers: Strategies for deconstructing disability and constructing ability. *Journal of Ethnographic and Qualitative Research*, 5(4), 218-229.
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- Jones, M.M. (2004). *Whisper writing: Teenage girls talk about ableism and sexism in school*. NY: Peter Lang Publishing.
- Mooney, J. (2007). *The short bus: A journey beyond normal*. NY: Holt Paperbacks.

- Pelzer, D. (1995) *A child called "it": One child's courage to survive*. Deerfield Beach, FL: Health Communications, Inc.
- Schalock, R.L., Ruth A. Luckasson, R.A., & Karrie A. Shogren, K.A. (2007). The renaming of mental retardation: Understanding the change to the term intellectual disability, *Intellectual and Developmental Disabilities*, 45, (2), 116-124.
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- Simon, R. (2002). *Riding the bus with my sister: A true life journey*. London: Penguin Books Ltd.
- Smollar, J. (2003). Homeless youth in the united states, In Freiberg, K.L. (ed.), (2003) *Annual Editions: Educating Exceptional Children*. Guilford, CT: McGraw-Hill/Dushkin, 122-125.
- Taylor, K.L., (2002). Through the eyes of students: African-American students offer personal insights into reasons for the minority achievement gap, *Educational Leadership*, 60,(4), 72-75.
- Tobin, L. (1998). *What do you do with a child like this? Inside the lives of troubled children*. Duluth, MN: Whole Person Associates.
- Wehmeyer, M.L., Buntinx, W.H.E, Lachapelle, Y., Luckasson, R.A., Schalock, R.L., & Verdugo, M.A. (2008). The intellectual disability construct and its relation to human functioning, *Developmental Disabilities*, 46, (4), 311-318.

Tentative Class Schedule			
Note: Schedule may change based on class consensus. In the event of a university closing due to weather, please check Bb for online assignments. The class will continue even in the event of university closings.			
Date	Topic	Readings and Homework	Projects and Assignments Due
Week 1 1/13	Course Overview and Introductions People First Language IDEA Definition of LD: KWL		
Week 2 1/20	IDEA Definition of LD continued... Etiology of LD	Read: "Blake Academy and the Green Arrow" in the <i>Life Stories</i> text.	Guided Reading Ch. 1 & 2 Reflection #1 Due
Week 3 1/27	Assessment and the Multi-factored Evaluation Process Discrepancy vs. RTI		Guided Reading Ch. 4 Exam #1: IDEA Definition of LD
Week 4 2/03	Online Class Characteristics of LD	View <i>F.A.T. City</i> video Complete Spelling and Reading Activity Read an essay of your choice in the <i>Life Stories</i> text.	Discussion Board Post Assignment Response Reflection #2 Due
Week 5 2/10	Online Class Characteristics of LD	View the <i>Different Types of LD</i> video, using guided notes for notetaking. Complete language-based LD activity Complete visual & auditory Discrimination activity	Guided Reading Ch. 8 Upload Bb guided notes Assignment Responses for 2 activities
Week 6 2/17	Online Class Characteristics of LD	Complete <i>Misunderstood Minds</i> activities Read an essay of your choice in the <i>Life Stories</i> text.	Discussion Board Reflection #3 Due
Week 7 2/24	Online Class Characteristics of LD: Student and Family Perspectives	View <i>Misunderstood Minds</i> video View videos and materials on Disability Studies vs. the Medical Model of Disability	2 Discussion Board posts Upload Bb guided notes
Week 8 3/03	Online Class Executive Functions and LD	Read information on the website for LD Online: Executive Functioning Complete guided notes and activities Read an essay of your choice in the <i>Life Stories</i> text.	Upload Bb guided notes Complete Executive Functioning Chart Reflection #4 Due

3/06-3/10	Spring Break!	No NKU Classes!	
Week 9 3/17	Online Class Memory and LD	Complete resource and website review on memory and LD Create Fact Sheet for Teachers	Guided Reading Ch. 6 Fact sheet for teachers on memory and LD
Week 10 3/24	*We are back in-Class at NKU! Language Development		Guided Reading Ch. 7
Week 11 3/31	Co-morbid Attributes: ADHD and Behavior Issues	Read: "Bad" in the <i>Life Stories</i> text.	Guided Reading Ch. 3 Guided Reading Ch. 11 Reflection #5 Due
Week 12 4/07	Intellectual Disability and Autism: Comparing IDEA Definitions		
Week 13 4/14	Cultural Diversity Determining Eligibility Practice Activity	Read: "Skin-Deep" Learning in the Scholarly Perspectives section of the <i>Life Stories</i> text.	Reflection #6 Due In-class group responses
Week 14 4/21	Final Project Presentations	Be prepared to share highlights of key learning experiences from your final projects	Final Projects Due (submit hard copies or provide electronic versions or URLs)
Week 15 4/28	Collaboration on Final Cumulative Exam		Bring notes and text
Week 16 5/05	Final Exam Week! Online		Submit final exam on Bb.

**Reflections
Scoring Guide**

6 reflections @ 12 points each for 72 points possible

After reading an essay in *Learning Disabilities and Life Stories*, reflect on the reading considering the following three questions: **1) What event or quote in the story had an intellectual or emotional impact on you? 2) Why was the event significant? 3) How might your teaching be influenced by the information provided in the story?**

** It is suggested you use these questions as headings in your reflection.*

What?	Identify at least one significant detail from the story that was either new, interesting, disturbing, or affirming. What did the author relay that moved you in some way, either emotionally or intellectually?
So What?	Explain why the event or quote was significant to you. Make connections to personal or professional experiences when explaining why you had the reaction you did.
Now What?	Describe how you will address the issue you identified in your daily teaching. Be specific and provide examples .

Each reflection will be graded using the following rubric:

0-1 points	2 points	3 points
Reflection is missing or incomplete.	Reflection is complete, answering all three questions.	Reflection is complete, answering all three questions thoroughly, demonstrating a thoughtful response.
Reflection is brief, with questions answered in a cursory manner.	Evidence is apparent that some connections were made to real school situations and student experiences.	Strong connections were made with real school situations and student experiences.
Reflection considers only a teacher's perspective of schooling.	Reflection demonstrates consideration of student perspectives of schooling.	Reflection demonstrates the valuing of student perspectives of schooling.
Examples are missing or are general in nature.	One specific example provided for what you will do as a teacher to address the situation addressed in your reflection.	Several specific examples provided for what you will do as a teacher to address the situation addressed in your reflection.

+_____ / 12 Total Points

Children's Literature Review Scoring Guide - (50 points)

- _____ A total of ten books of children's literature related to disability were included in the review. (5 points)
- _____ At least two of the ten books included in the review were identified for primary aged students, two for upper elementary, two for middle level students, and two for secondary aged students. (5 points)
- _____ Most of the books focused on the topic of LD or ADHD, or had main characters with one or more of these disabilities. (3 points)
- _____ Book choices demonstrated a thoughtful review of the literature, with obvious attempts made to find books and stories that would appeal to each of the age/grade levels. (5 points)
- _____ Complete citations were provided for all ten entries, correctly using APA format. (2 points)
- _____ Targeted age/grade ranges and disability were identified for each book entry. (5 points)
- _____ Each entry included a sufficient summary of the plot, providing enough information to demonstrate that the teacher candidate read the book. Care given to not repeat the entire book in detail, but to provide an effective summary. (5 points)
- _____ A thorough and accurate analysis of the book contents was provided, including the sensitivity of the author's language presented in each book, the accuracy of the content in portraying the disability, and the relevance of the book to today's society. (8 points)
- _____ Each book entry concluded with a thorough explanation of how the teacher candidate might incorporate the book in classroom use, either for individual students, or for a class of students with or without disabilities. Specific examples were provided. (5 points)
- _____ 1-2 page handout provided to all class members, providing reference citations and a brief word about each book reviewed. Best books highlighted for classmates, with a brief explanation as to why they were considered to be quality literature with possibilities for classroom use. (5 points)
- _____ Correct grammar, spelling, and punctuation used throughout, demonstrating a professional presentation of information in both the project and handout. People first language was consistently used. (2 points)

+_____/50 points

LD Resources Scoring Guide
(50 points)

- _____ A resource guide or set of guides was created that provides helpful information about learning disabilities. (5 points)
- _____ Language used in the guide(s) is accessible to teachers, parents and students, avoiding educational jargon, or explaining jargon in an effective manner. (5 points)
- _____ The resource guide(s) provided helpful and accurate information describing what a learning disability is, and common characteristics of LD. (10 points)
- _____ The resource guide(s) provided relevant information about the affective side of living with a disability. (5 points)
- _____ The resource guide(s) provided helpful and accurate information about effective strategies or tools often used to support students with LD. (8 points)
- _____ The resource guide(s) included resources for more information, including websites, agencies, organizations, books, and/or laws. (5 points)
- _____ Format for the resource guide(s) is accessible to a variety of people, including effective visuals, font size, color and organization. (3 points)
- _____ A consistent format was used throughout the resource guide. (2 points)
- _____ The guide concluded with a thoughtful reflection on how the teacher candidate might use the guide in future teaching. (5 points)
- _____ Correct grammar, spelling, and punctuation used throughout, demonstrating a professional presentation of information. People first language was consistently used. (2 points)

+ _____/50

Research Paper Scoring Guide
(50 points possible)

- _____ Paper met requirement for 8-10 pages in length (maximum 15 pages), focusing on a specific area of interest within the field (2 pts.)
- _____ APA format was correctly used for citations throughout paper and in the References, with a minimum of 8 references cited (5 pts.)
- _____ References cited reflect a variety of current sources (within the last 10 years), including published journal articles, books, ERIC sources, and valid and reliable internet sources (3 pts.)
- _____ Quality paper written and proofread for errors in spelling, punctuation, and grammar, using people first language throughout (5 pts.)
- _____ Introduction effectively provided the audience with an overall view of the content of the paper (5 pts)
- _____ Body of the paper consisted of a concise narrative of the information, using professional language throughout (5 pts)
- _____ Paper ended with a conclusion effectively summarizing the key points of the paper (5 pts.)
- _____ Thoughtful personal reflection added to the conclusion, including specific examples of how the information learned will influence the writer's future teaching (5 pts.)
- _____ Research presented in the paper demonstrated an in-depth investigation of the topic, based on the following rubric (15 pts.)

Rubric:

0-9 points	10-12 points	13-15 points
Little or no investigation apparent; few perspectives from the literature shared.	Investigation apparent, but limited to general information; perspectives shared from several resources.	In-depth investigation apparent, presenting current information from a variety of perspectives.
Quality of paper is written below expectations for graduate level work; unorganized writing or unsophisticated use of language.	Satisfactory writing for graduate level work with good organization and some sophistication of language used.	Well written, organized and professional paper. High quality of writing with sophisticated language throughout.

+____/50 points total

Case Story Scoring Guide
(50 points possible)

- _____ Paper met requirement for 7-10 pages in length (maximum 15 pages) and is a well-written representation of graduate level work (5 pts.)
- _____ Permission form signed and attached, giving the graduate student permission to submit the case story to the instructor to fulfill an assignment (3 pts.)
- _____ Confidentiality maintained throughout the story, with pseudonyms used consistently (2 pts.)
- _____ Case story presented in the first person, depicting the perspective of an individual with a disability (3 pts.)
- _____ Case story developed / edited to flow like a story, with events shared in a cohesive manner (5 pts.)
- _____ Paper was proofread for errors in spelling, punctuation, grammar and use of people first language (2 pts.)
- _____ The case story is a quality representation of an individual's perspective living with a disability, based on the following rubric (30 pts.)

0-2 points	3-6 points	7-10 points
Case story was written with limited or no collaboration with an individual with a disability and/or provides only a few surface details about the individual's life.	Case story was generated in collaboration with an individual with a disability and describes that individual's perspective as evidenced by the inclusion of some details about the individual's life.	Case story was generated in collaboration with an individual with a disability and genuinely describes that individual's perspective as evidenced by the inclusion of multiple details about the individual's life.
The story presented includes limited descriptions of the individual's thoughts and feelings –OR- the individual's personal feelings are missing from the story.	The story presented includes some of the individual's thoughts and feelings about specific experiences she or he has had related to living with a disability.	The story provides a deep sense of the individual's thoughts and feelings about specific experiences she or he has had related to living with a disability.
Few or no specific examples, anecdotes or images were included.	Several specific examples, anecdotes or images were included throughout.	Multiple specific examples, anecdotes or images were included throughout.

+_____/50 points total

Case Story Permission Form #1

I, _____ give permission to
(Name of individual in the case story)

_____ to submit my case story to the instructor of
(Name of graduate student)

the course, EDG 660 at Northern Kentucky University to fulfill a course requirement. I understand that confidentiality will be maintained at all times, and that this case story will not be used for any other purpose without my permission.

Signed _____ Date _____
(Signature of individual in the case story)

Signed _____ Date _____
(Signature of graduate student)

.....

Case Story Permission Form #2

I, _____ give permission to
(Name of individual in the case story)

Melissa M. Jones, Ph.D., a professor at Northern Kentucky University, to possibly include my case story in a future publication on the perspective of individual's with disabilities. If my story is chosen to be included in a future publication, I understand that confidentiality will be maintained at all times.

Signed _____ Date _____
(Signature of individual in the case story)

Signed _____ Date _____
(Signature of graduate student)