“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

| Course Number & Name: Teach Math/Write Student W/Dis - 2538 - SPED 518 - D1 |
| Instructors: Dr. Cynthia Shamberger |
| Phone Number: 910-672-2464 (Please leave a message. Messages are checked on Tue & Thu) |
| Email Address: cshamber@unfsu.edu (This is the best way to contact me. Replies are made within 48 hrs.) |
| Semester: Spring 2015 |
| Course Location: On-line |
| Meeting Day & Time: On-line |
| Office Hours: Tue & Thu 10:00 AM – 11:45 AM & 1:15 PM – 3:30 PM |
| Course Credit Hours: 3.00 |
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Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.

Enter your Banner ID.

Enter your cell phone number, then enter it again to verify.

Click Submit.

**Course Description**

This course will provide research-based content related to the mathematics and written language difficulties of students with mild to moderate disabilities along with research-validated best practices for teaching students with disabilities who exhibit these problems.

**Textbook**


**Student Learning Outcomes**

- **Degree Program**
  - Undergraduate [http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm](http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm)
  - Graduate [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

- **University College Core**

  1. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context. Students will contribute to a question bank that will be set up on Blackboard. The questions will be related to identifying and serving the needs of students with disabilities, their families and those who serve them participate in providing their education. The question bank will be evaluated at midterm and at the end of the course.

  2. **Course Objectives or Learning Outcomes**

    1. Gain background knowledge of the field of mathematics and learning disabilities in mathematics (Knowledge).
    2. Identify common mathematics deficits, and basic characteristics related to students who have been determined to have learning disabilities in mathematics (Foundational knowledge).
    3. Explore current trends and topics in the field of mathematics, i.e., common core content standards, number sense, and mathematics literacy (Foundational knowledge).
    4. Identify effective strategies for delivering instruction and improving outcomes for students who struggle in math (Application).

<table>
<thead>
<tr>
<th>Emerging Level SLO's</th>
<th>Developing Level SLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Content Project)</td>
<td>(Unit Project)</td>
</tr>
</tbody>
</table>

- **Emerging Level SLO's**
  - explains, in writing, the basic content appropriate to their teaching specialty
  - identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills

- **Developing Level SLO's**
  - discusses at an in-depth level the content knowledge in the teaching specialty area
  - demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills
(Undergraduate) North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.

- Teachers establish a respectful environment for a diverse population of students
- Teachers know the content they teach
- Teachers facilitate learning for their students
- Teachers reflect on their practice

North Carolina Professional Teaching Standards for Graduate Programs

1: Teacher Leadership
2: Respectful Educational Environments
3: Content and Curriculum Expertise
4: Student Learning
5: Reflection

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today.
and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

Note: This course is part of the Writing Across the Curriculum Program. You will receive 5 pts extra credit for completing Writing Assignment One by February 10, and another 5 pts extra credit for completing Writing Assignment Two by April 13. Details are available under ASSIGNMENTS. Any WAC related assignment and/or peer responses submitted in the Discussions within 2 days of Board will also count 5 points each.

Course Outline/Schedule/Calendar/Requirements

*This syllabus/schedule is subject to change. Notification of changes will be sent by the instructor.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter Reading Topics</th>
<th>Assignment Due Dates* (Assignments are due by 11:59 PM unless otherwise stated.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview &amp; Introductions SOE Conceptual Framework/APA</td>
<td>Due 1/13. First Assignment. Also, post your responses to all parts of introduction.</td>
</tr>
<tr>
<td>2</td>
<td>Problem Centered Assessment/Teaching/Learning in Mathematics</td>
<td>Due 1/15. SOE /APA Quiz Due1/17. Mathematics Literacy Article summary</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics Learning Strategies</td>
<td>Due 1/19. Shared Learning Forum I</td>
</tr>
<tr>
<td>4</td>
<td>Developing Number Sense</td>
<td>Due 1/24. Math Strategies PPT &amp; CBA</td>
</tr>
<tr>
<td>5</td>
<td>Concepts/Computation with Whole Numbers/Rational Numbers</td>
<td>Due 1/31. Math Content Paper</td>
</tr>
<tr>
<td>6</td>
<td>continue Concepts/Computation with Whole Numbers/Rational Numbers</td>
<td>Due 2/3. Shared Learning Forum II</td>
</tr>
<tr>
<td>7</td>
<td>Money and Time</td>
<td>Due 2/6. Critical Thinking Math Questions Due 2/10. Writing Assignment One</td>
</tr>
<tr>
<td>8</td>
<td>Basic Facts/Operations and Upper-Grade Mathematics Extensions</td>
<td>Due 2/16. Math Unit</td>
</tr>
<tr>
<td>9</td>
<td>Components of Written Language/Written Expression Learning Strategies</td>
<td>Due 2/28. Midterm Quiz</td>
</tr>
<tr>
<td>10</td>
<td>Assessing Written Language MIDTERM BREAK FROM</td>
<td>Due 3/5. Writing goals &amp; objectives FROM 3/7 – 3/14</td>
</tr>
<tr>
<td>11</td>
<td>Spelling/Handwriting</td>
<td>Due 3/16. Article Summary: Prevention &amp; Intervention of Writing Difficulties</td>
</tr>
</tbody>
</table>
Assessment and Evaluation Criteria

Before starting any of the course assignments please find, complete and submit the Code of Ethics Agreement in DISCUSSIONS.

Unit 1 - Assessing and Teaching Mathematics for Students with Disabilities
Unit 2 - Assessing and Teaching Written Expression for Students with Disabilities

Note: All work will be submitted through Blackboard course site unless notified to do otherwise.
This course is graded on a point system. Final grades are earned based on the number of accumulated points as follows:

A=92%-100% of total points
B=83%-91% of total points
C=74%-82% of total points
F= Below 74% of total points

Unit 1 Points (100)

3-Part Course Introduction = 3 pts
SOE/APA Style Test = 10 pts
Shared Learning Forum I = 3 pts
Shared Learning Forum II = 3 pts
Critical Thinking Math Questions= 10 pts
Math Literacy = 10 pts
Math Strategies & CBA PowerPoint = 6 pts
Math Paper = 15 pts
Math Teaching Unit = 30 pts
Midterm Exam = 10

Unit 2 Points (100)

Writing Skills/Strategies = 9
Prevention/Intervention of Writing Difficulties = 7
Explore Blogs, sites & Clips: Writing Instruction & skill development = 7
Writing Assessment = 7
Writing Analysis = 30
Writing Instruction Unit = 30
Final Exam =10

The instructor reserves the right to adjust course points based on availability of assignment links or other needed adjustments. TOTAL POINTS FOR COURSE = 200

NOTE: Students who cannot complete the course are expected to withdraw themselves according to the dates in the University calendar. Failure to do so may result in an F grade for assignments and removal from graduate school.

**No Incomplete grades will be given except for documented medical emergencies occurring near the end (last two weeks) of the course semester , if the student was receiving a grade of B or better. Late assignments will receive a grade of zero in this course.
INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  *Fayetteville State University Undergraduate Catalog pg. 85*

Behavior in the Classroom
The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncsfu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Class Attendance
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

Withdrawal from Class
From January 17 2015 - March 27, 2015, students considering withdrawal from class must complete the form available on the registrar’s
Withdraw from the University
From January 17 2015 - April 24, 2015, students may withdraw from the University. Withdrawal from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm

Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

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