Instructor

Susan Pancoski
(843) 708-1335/843-820-4000 ext 4410
Pancoskisi@cofc.edu

Office hours: by appointment

Class Time and Location

Tuesdays, 4:00 PM – 6:45 PM, ECTR 218

Prerequisites

EDFS 710 (Introduction to Exceptional Children and Youth)

Course Description

This course is an in-depth study of the unique learning and behavioral characteristics of children and youth with learning disabilities. Primarily through lecture, discussion, and class activities, EDFS 740 includes information about definitions; cognitive, academic, and social-emotional characteristics; and hypothesized causes of learning disabilities that will be used when making identification, placement, and instructional decisions. The course also addresses current issues in the field of learning disabilities.

Required Materials


Objectives

Upon successful completion of this course, students will:

<table>
<thead>
<tr>
<th>Standards</th>
<th>SEHHP</th>
<th>CEC</th>
<th>SC EEDA</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss the historical foundations of the field of education of individuals with learning disabilities, including the major contributors and advocacy organizations</td>
<td>VII</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Explain, compare, and contrast the various definitions of learning disabilities and discuss the evolution of the definition and its relationship to medicine, psychology, and related fields</td>
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<td>1</td>
<td></td>
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</tbody>
</table>
Upon successful completion of this course, students will:

<table>
<thead>
<tr>
<th></th>
<th>Standards</th>
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<tbody>
<tr>
<td></td>
<td>SEHHP</td>
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<tr>
<td>3</td>
<td>Discuss approaches used to assess and diagnose persons with learning disabilities</td>
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<td>4</td>
<td>Describe the incidence and prevalence of learning disabilities, along with possible political, economic, and cultural reasons for variations in these figures and issues related to over-representation of culturally and linguistically diverse individuals</td>
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<tr>
<td>5</td>
<td>Discuss various theories which attempt to explain the causes of learning disabilities, including neurobiological and medical factors and related and coexisting conditions</td>
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<tr>
<td>6</td>
<td>Relate theoretical information and empirical data regarding the cognitive, academic, language, and social-emotional characteristics of individuals with learning disabilities to the education of these individuals</td>
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<td>7</td>
<td>Explain child, family, and teacher factors (e.g., age, gender, SES, race, culture) that impact teaching and learning</td>
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<td>8</td>
<td>Compare and contrast the various educational models for individuals with learning disabilities</td>
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<td>9</td>
<td>Discuss the past, present, and future impact of legislation and litigation pertinent to individuals with learning disabilities</td>
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<td>10</td>
<td>Discuss contemporary issues, trends, and problems related to the field of learning disabilities</td>
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<tr>
<td>11</td>
<td>Review and synthesize current literature/research that examines the characteristics, identification, and service provisions for individuals with learning disabilities</td>
</tr>
<tr>
<td>12</td>
<td>Identify consumer and professional organizations and networks, publications, and journals in the field of learning disabilities</td>
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This course leads to partial fulfillment of the South Carolina Read to Succeed Act requirements for pre-service teacher candidates and covers SC Literacy Competencies for PreK-5th Grade Classroom Teachers Standards 1, 2, 3, 5, and 8.

**Course Requirements**

1. **Readings**  
The assigned readings for each class are included on the course schedule. Additional readings may be added during the semester. Students are expected to complete these readings prior to class.

2. **Tests**  
I will give four tests throughout the semester (40 points each).

3. **Multimedia Presentation**  
Students will prepare a powerpoint project focusing on one specific area of learning disability (e.g., dyslexia, dysgraphia, dyscalculia, issues with executive functioning, etc.). With general educators as the target audience, you will develop an informative powerpoint about your chosen learning disability that will include characteristics, common learning and social difficulties, and recommendations for general education teachers who may teach children with this type of disability. You will gather information from appropriate sources and cite them according to APA guidelines. **EDFS 740 students must cite at least four current research studies specific to their chosen area.** You will present your projects in class at the end of the semester.

4. **Research Paper**  
Students are required to complete a research paper concerning a current topic in the field of learning disabilities. Included later in this syllabus, I have provided a list of approved topics from which you are to choose. Papers must be prepared according to APA guidelines, word-processed, double-spaced, and between four and five pages in length (not including the title and reference pages). You must use at least six references, four of which must be from recent (i.e., 2010+) professional journals. **EDFS 740 students must cite at least four current research studies.**

5. **Final Examination**  

6. **Attendance & Participation**  
You are expected to attend each class and be prepared to participate in activities and discussions. I will take attendance at the beginning of each class session.

**Total Possible** 350 points
Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Point Spread</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>324-350</td>
</tr>
<tr>
<td>B+</td>
<td>89-92</td>
<td>310-323</td>
</tr>
<tr>
<td>B</td>
<td>85-88</td>
<td>296-309</td>
</tr>
<tr>
<td>C+</td>
<td>81-84</td>
<td>282-295</td>
</tr>
<tr>
<td>C</td>
<td>77-80</td>
<td>268-281</td>
</tr>
<tr>
<td>F</td>
<td>0-76</td>
<td>0-267</td>
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</tbody>
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Attendance Policy

Students are expected to attend every class session and will be accountable for all material presented in class. Quizzes, tests, and exams will cover in-class presentations, as well as assigned readings. Students should inform the instructor when they must miss class due to medical or serious personal reasons. The instructor may drop a student from the course due to excessive absences.

Special Considerations/Agreements

1. Students are expected to turn in assignments at the beginning of the class session during which they are due.

2. The instructor is available during office hours to provide additional assistance. Office hours are not a substitute for class sessions.

3. The instructor will respond to emails within 24 hours of receipt. Exception: Emails sent on the weekends (Friday through Sunday) will be answered by Monday evening.

4. Students should use APA format for all written assignments, which can be found in the *Publication Manual of the American Psychological Association* (6th ed.).

5. The instructor reserves the right to make changes to the syllabus as needed. Students will be notified of changes in writing via email.

6. The instructor reserves the right to return poorly written work ungraded, request that students resubmit an assignment for similar reasons, and subtract points from the final grade on the assignment.

Academic Integrity

Students should abide by the honor code of the College of Charleston, which can be found in the Student Handbook. Copies of this document are available electronically on the College of Charleston website and in print in the Office of Student Affairs.
Accommodations for Students with Disabilities

The College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Any student eligible for and needing accommodations because of a disability should speak with the professor during the first two weeks of class or as soon as the student has been approved for services.

Center for Student Learning

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking and writing skills, and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Additionally, the Writing Lab is part of CSL. They offer one-on-one consultations to address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Helpful Resources

Learning Disabilities and Special Education Journals:
- Learning Disabilities Research & Practice
- Learning Disabilities Quarterly
- Journal of Learning Disabilities
- Reading & Writing Quarterly
- Exceptional Children
- Journal of Special Education
- Learning Disabilities: A Multidisciplinary Approach
- Intervention in School and Clinic
- Exceptionality: A Special Education Journal
- Teaching Exceptional Children
- Remedial and Special Education
- Journal of Postsecondary Education and Disability
- International Journal of Special Education
- Preventing School Failure

Websites:
- www.TeachingLD.org
- www.ncld.org
- www.sped.cec.org

Suggested Research Topics

Learning strategy research
Foreign language learning and LD
Phonological awareness and intervention research with students with LD
Research on reading interventions for older students with LD
Research on written expression (composition) interventions for students with LD
Research on mathematics interventions for students with LD
Research on social competence and students with LD
Behavioral and medical interventions for ADHD
Research on students with LD in the general education classroom (one aspect)
Research on early indicators of LD
Research on college students with LD

### Tentative Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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</table>
| Aug. 22| Course introduction
Introduction to APA                                |                                                      |                                     |
| Aug. 29| APA                                                                   | APA – Ch. 1, 3, & 4 (4.01-4.38)                     |                                     |
| Sept. 5 | APA
History, definitions, and characteristics                          | APA – Ch. 6 & 7 M&P – Ch. 1                         |                                     |
| Sept. 19 | Medical aspects/ ADHD                                                | Scanlon article Ch. 2 & 3                            | Test 1 (APA)                        |
| Sept. 26 | Teaching theories and practices
Educational settings and services                                     | Ch. 5 & 6                                            |                                     |
| Oct. 3  | Test Review                                                           | Test Review                                          | Research Paper Test 2 (1,2,3, 5,6)   |
| Oct. 10 | Oral communication: Speech and language                              | Ch. 7                                                |                                     |
| Oct. 17 | Reading                                                               | Ch. 8                                                |                                     |
| Oct. 24 | Written communication                                                 | Ch. 9                                                |                                     |
| Oct. 31 | Test Review                                                           | Test Review                                          | Test 3 (7,.8, 9)                    |
| Nov. 7  | Mathematics                                                           | Ch. 10                                               |                                     |
| Nov. 14 | Social and Emotional Behavior
Family and learning disabilities                                    | Ch. 11 & 12                                          |                                     |
| Nov. 21 | Early identification and intervention
Adolescents and adults with learning disabilities                      | Ch. 13 & 14                                          |                                     |
| Nov. 28 | Multimedia presentations
**Thanksgiving Week**                                                        | Test Review                                          | Test 4 (10,11,12,13,14)             |
|         | **Final Exam**                                                       |                                                      | Booklets and other files            |
COURSE POLICIES AND PROCEDURES

Course policies and procedures apply to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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</thead>
<tbody>
<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Percentage Range</strong></td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
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<tr>
<td>B+</td>
<td>89-90%</td>
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<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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<tr>
<td>C</td>
<td>79-81%</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
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<tr>
<td>D+</td>
<td>75-76%</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
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<tr>
<td>F</td>
<td>0-69%</td>
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A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice
3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

    Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.
Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.

- **ETC1**: Understanding and valuing the learner
  - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- **ETC2**: Knowing what and how to teach and assess and how to create an environment in which learning occurs
  - Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
  - Standard III: Evidence a variety of strategies that optimize student learning
  - Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- **ETC3**: Understanding ourselves as professionals
  - Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
  - Standard VI: Communicate effectively with students, parents, colleagues, and the community
  - Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society