

## Course Syllabus

**Course Title:** Aiding Students with Learning Disabilities – 3 Units

**Course Grader:** Robin Bromley

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### Grader Bio:

Robin Bromley earned a Master of Philosophy degree and a Master's degree in English literature at Columbia University and her Bachelor of Arts degree from New York University. After nearly two decades in publishing and writing, she is currently teaching at LaGuardia Community College and Kean University. She has also taught at NYU and CUNY and served as assistant director of composition at Columbia College.

### Course Description:

The typical classroom can be as diverse in learning disabilities and difficulties, as it can be in general learning differences. This course, founded on a systems approach, illustrates best practices for teaching all students. Teachers learn to identify basic brain functions and differences and to appreciate neurobiology's effects on learning. They study innovative strategies to facilitate the accommodation across the curriculum of attention disorders, emotional and behavioral disorders, autism, speech and language disorders, reading disorders, and learning disabilities.

### Course Objective/Goals:

1. Knowledge –at the end of this course, the student will be able to understand
  - a. how the cognitive system of the brain affects student learning,
  - b. learning disabilities are varied; there is no accepted definition,
  - c. the difference between declarative and procedural knowledge, and
  - d. how behavioral problems affect learning.
2. Skills –after this course, a student will be able to develop
  - a. strategies to deal with students with emotional disorders and autism,
  - b. effective strategies for helping students construct their knowledge,
  - c. a priori knowledge and strategies for creating patterns in the brain, and
  - d. ideas that can help students complete tasks at high complexity levels.
3. Dispositions – after this course, a student will appreciate
  - a. the effect of the emotions on the brain,
  - b. what it means for students to achieve automaticity, and
  - c. windows of opportunity and when they open and close.

### Course Outline:

#### *Eight Sections Students Will Be Focusing On:*

1. Brain Structure and Development by Marilee Sprenger
2. Brain-Compatible Teaching Principles by Marilee Sprenger
3. Wiring the Brain for Literacy by Marilee Sprenger

4. Special Education and the Brain: Part 1 by Donna Walker Tileston
5. Special Education and the Brain: Part 2 by Donna Walker Tileston
6. Emotional and Behavior Disorders by Donna Walker Tileston
7. Autism by Donna Walker Tileston
8. Learning Disabilities and Literacy by Carol Mowen

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	<u>(6 points)</u>  <u>Quizzes:</u>  0-40% correct	<u>(9 points)</u>  <u>Quizzes:</u>  60% correct	<u>(12 points)</u>  <u>Quizzes:</u>  80% correct	<u>(15 points)</u>  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	<u>(10 points)</u>  <u>Reflection questions:</u>  -Participant includes no content from the course in his or her	<u>(15 points)</u>  <u>Reflection questions:</u>  -Participant includes some content from the	<u>(20 points)</u>  <u>Reflection questions:</u>  -Participant includes appropriate	<u>(25 points)</u>  <u>Reflection questions:</u>  -Participant provides rich detail from the

	<p>responses</p> <ul style="list-style-type: none"> <li>-Participant does not address the questions posed</li> </ul>	<p>course, usually appropriate, in his or her responses</p> <ul style="list-style-type: none"> <li>-Participant answers the questions directly, not always fully</li> </ul>	<p>content from the course in his or her responses</p> <ul style="list-style-type: none"> <li>-Participant makes thoughtful comments in direct response to the questions</li> </ul>	<p>content of the course in his or her responses</p> <ul style="list-style-type: none"> <li>-Participant makes his or her responses to the questions personally meaningful</li> </ul>
<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)
	<p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> <li>-The assignment is substantially incomplete</li> </ul>	<p><u>Requirements of Assignment :</u></p> <ul style="list-style-type: none"> <li>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</li> </ul>	<p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> <li>-Participant has fulfilled all the requirements of the assignment</li> </ul>	<p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> <li>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</li> </ul>
	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>- Plentiful grammatical mistakes</li> <li>-Confusing content</li> <li>-Missing documentation of sources</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-Distracting grammatical errors</li> <li>-Confusing content</li> <li>-Inconsistent or missing documentation of sources</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-No grammatical errors</li> <li>-Eloquent expression</li> <li>-Proper citation of sources</li> </ul>

	<p><u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</p>	<p><u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p><u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p><u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</p>
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

**PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:**

- Brain Structure and Development
- Brain-Compatible Teaching Principles
- Wiring the Brain for Literacy
- Special Education and the Brain: Part 1
- Special Education and the Brain: Part 2
- Emotional and Behavior Disorders
- Autism
- Learning Disabilities and Literacy

**Recommended Reading:**

**Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*

Sprenger, M. (2005). *How To Teach So Students Remember*. Texas: Association for Supervision & Curriculum Dev.

Sprenger, M (1999). *Learning & Memory: The Brain in Action*. Texas: Texas: Association for Supervision & Curriculum Dev.

Sprenger, M (2006). *Becoming a "Wiz" at Brain-Based Teaching: How to Make Every Year Your Best Year*. Texas: Texas: Association for Supervision & Curriculum Dev.

Tileston, D. (2003). *What Every Teacher Should Know About Diverse Learners*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Effective Teaching Strategies*. Texas: Corwin Press.