Instructor: Dr. Pam Petty, Associate Professor of Literacy  
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Mailing Address:  
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WKU Center for Literacy: 270-745-2809  
pamela.petty@wku.edu  

Office Hours: By appointment and on-line from 7:00 – 10:00 every evening  
You should also email me - Dr. Petty (pamela.petty@wku.edu) immediately and let me know that we are communicating.

Meeting Times/Location: Hybrid course – face-to-face meetings in Sept, Oct, Nov (TBA)

Catalog Course Description: 3 credit hours. SMED 530 Designing Instruction for Students with Special Needs and Promoting Literacy (3 hrs). The goals of this course are (1) to develop an understanding of the diverse needs of the population described as “exceptional” and (2) to develop concepts of vocabulary, reading comprehension, and reading/study skills and develop strategies for instruction in the content areas of science and math. Teacher residents will prepare and teach math and science inquiry lessons with imbedded reading experiences that challenge, motivate, and actively involve all students in reading; and modifications to instruction for exceptional learners in the classroom. They will also learn about the JCPS math and science initiatives related to notebooking and developing student’s abilities to write evidence-based claims. Teacher residents will be instructed on best practices for dealing with students with ADHD, autism, auditory and visual impairments, language barriers, physical and emotional disabilities, and gifted and talented students. They will investigate cooperative learning, cultural diversity, innovative uses of educational technology, integrating literature into content area reading, inclusion and mainstreaming, effects of disabilities on families, the legal basis for special education (IDEA), and adaptations that provide the “least restrictive environment” for students with special needs.

Prerequisites: Admission to GSKyTeach. Successful completion of SMED 501, SMED 510, and SMED 520. Admission to teacher education.
Required Text: Literacy in Context: Choosing Instructional Strategies to Teach Reading in Content Areas for Students in Grades 5-12. Authors: Mimi Miller and Nancy Veatch. Published by Pearson. ISBN: 978-0-13-503484-2 Copyright: 2011. I will be providing the textbook for you so you do NOT have to purchase this textbook. I will bring the textbook to our first meeting class meeting TBA.

Course Objectives:

- design instruction that will meet the literacy needs of diverse learners
- develop concepts of vocabulary, especially as it relates to the specific content areas of science or mathematics for diverse learners
- develop skills to measure reading comprehension in secondary science or mathematics for diverse learners
- develop the skills to promote reading/study skills in secondary science or mathematics for diverse learners
- develop strategies for instruction in the content areas of science and mathematics that promote student achievement for all subgroups
- develop skills for co-teaching and collaboration

Course Grading: All assignments, activities, and tests are assigned a point value. Your grade will be determined by the percentage of possible points earned using the scale below.

Evaluation and Grade Assignment

Total = 600 points
A = 558-600 (93%-100%)
B = 510-557 (85%-92%)
C = 462-509 (77%-84%)
D = 420-461 (70%-76%)
F = 419 or fewer (69% or below)

Course Requirements:

Assignments:

Course Assignments and Point Values:

1. Participation and Professionalism (20 pts)

Active participation through email, virtual chat, and voicethreads forums is mandatory! This also includes participation collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional.
2. Voicethread Posts/Reading Guides for each chapter in text (10 readings x 28 points each = 280)

You will respond to a prompt for each chapter. Some of these will be posted on Voicethread.com and some will be reading guides that are in "contents" on Blackboard. Our course calendar will indicate where you go to find the prompt/materials.

Rubric for Voicethreads:

<table>
<thead>
<tr>
<th>Content Contribution:</th>
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<tbody>
<tr>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion</td>
</tr>
<tr>
<td>Posts information that is factually correct; lacks full development of concept or thought</td>
</tr>
<tr>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>References &amp; Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes no references or supporting experience</td>
</tr>
<tr>
<td>Uses personal experience, but no references to readings or research.</td>
</tr>
<tr>
<td>Incorporates some references from literature and personal experience.</td>
</tr>
<tr>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
</tbody>
</table>

Discussion postings meet required interactions and are on topic.

Discussion postings reflect masters’ level writing and are spell- and grammar-checked.

Discussion postings are respectful and encourage intellectual growth of other participants.

3. Submit lesson plan and then revise it using best practice for content area reading instruction in math or science and differentiation for diverse learners. (50 points)

4. Develop a non-traditional "how to" guide for science or math teachers specific to an area of your discipline. Incorporate these strategies in your daily science/math instruction (details by professor later):
   - vocabulary (50 points)
   - comprehension (50 points)
   - differentiation (50 for each of the above)

5. Comprehensive plan for Make Reading Essential that aligns with the Kentucky Core Academic Standards (100 points)

Assessment:
Assessment of student work will include grades for designing appropriate plans, demonstrating instructional skills, especially related to meeting the needs of students with special needs, promoting literacy in mathematics and science, and ensuring that all students achieve at a high level, and collecting and using student data to analyze teaching and modify plans as needed. Assessments will also include grades for written reports that are submitted for planning, data analysis, and reflection,
as well as portions of the Teacher Work Sample that are submitted to the instructor.

A grade of incomplete will be given to any student who has not completed all coursework for SMED 589, including any Critical Performances to be submitted. Students cannot student teach with an incomplete grade in a teacher education course.

Instructional Methods: These will include, but not be limited to lecture, discussion, group and individual activities and projects, peer teaching presentations, simulations, readings, field experiences, and other methods as determined by the instructor.

Work Format: The specific format for different assignments will be discussed in class. In general all original work submitted for grading must be word-processed in 12 point Times New Roman font. All work submitted must have a header with the Student’s Name and the Instructor’s Name, the name of the assignment, and the date on which the work is completed. Each page must be numbered sequentially in the footer in the format of “Page x of y.” Unacceptable work will receive a reduced grade or be rejected.

Late Work: Late assignments are accepted with a 20% penalty per day. No work is accepted after 5 days without an accompanying, completed “Extenuating Circumstances Request Form” (see below). Completion and submission of the “Extenuating Circumstances Request Form” does not give the student credit for participation in any class that is missed. Makeup exams are not given. For other policies and exceptions see Attendance and Participation Policy.

Attendance and Participation Policy: Class participation is required and expected.

Cheating and Academic Dishonesty: Cheating and academic dishonesty are unacceptable. If detected, any student work involved will be assigned a grade of “0” which can result in failing the course. Student work may be checked using plagiarism detection software. Any use of a cell phone or other electronic device during tests and quizzes without the prior permission of the instructor will be considered cheating.

Plagiarism: Plagiarism is representing work taken from another source or student as your own. Plagiarized work will be assigned a grade of “0” which can result in failing the course.

Grades: Candidates for graduate degrees are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than that of C may not be used in meeting degree or non-degree requirements. Graduate students must maintain a 3.0 GPA for both degree program requirements (degree GPA) and in their overall graduate course work (overall graduate GPA). Students who fail to meet the 3.0 GPA requirements in both areas will not be awarded a degree.

Electronic Mail: When sending email, please use the subject line to state THIS COURSE NUMBER, and the subject of your e-mail. Remember the limitations of e-mail. Questions requiring more than a sentence or two (such as “What was covered in class today?” or “How do I make a quadrant?”) are beyond the scope of e-mail. The same would be true of most special requests. In those cases please schedule an office appointment.
Cell Phones: Turn off all cell phones, pagers and electronic devices during class. In exceptional circumstances I will allow a student to set a cell phone to silent/vibrate and sit near the door. Speak with me should such a situation occur. Any use of a cell phone or other electronic device during tests, quizzes and other evaluations without the express permission of the instructor will be considered cheating.

Special Needs Accommodation: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
WKU Policies require all students seeking certification to be officially admitted to Teacher Education. WKU’s Office of Teacher Education is located on the 4th floor of Tate Page Hall. We are attempting to set up a special orientation session for GSKyTeach students. Until then, questions regarding admission to Teacher Education should be directed to this office.

The Teacher Services Center office is located in Gary Ransdell Hall.

Teacher Admissions  Tammy McComb  745-6571
Student Teaching   Lillian Davis  745-4896
Certification     Ellen Gott       745-2124
                  Cameron Carr-Calvert  745-4300

For more information about Student Teaching, contact: Mrs. Tammy McComb
Gary Ransdell Hall (270) 745-6571 tammy.mccomb@wku.edu

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Professional Code Of Ethics For Kentucky School Certified Personnel
704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
(3) Shall strive to hold the responsibilities of the education profession, including the following obligations to students, to parents and to the educational profession:

(a) To Students:

1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without
consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing or grabbing; rape; threats of physical harm; and sexual assault.

(b) To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the Education Profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualification; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualification or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.
SMED 530 Course Calendar

From: Aug 27, 2012 to Dec 14, 2012