

1.5.b Examples of Syllabi for Professional Education Courses

- I. [EDUC 315: Child Development – B.Ed. Primary \(Program Core course\)](#)
- II. [EDPR 331: B.Ed. Secondary \(Program Core course\)](#)
- III. [EDPR 540: Post-Baccalaureate Diploma in Primary Education \(English-Math-Science Concentration Methods Course\)](#)
- IV. [EDSE 560: Post-Baccalaureate Diploma in Secondary Education \(Math Methods Course\)](#)
- V. [EDEC 510: Post-Baccalaureate Diploma in Early Childhood \(Methods Course\)](#)
- VI. [SPED 520: Post-Baccalaureate Diploma in Special Educations \(Methods Course\)](#)
- VII. [EDEL 607: Masters in Education, Educational Leadership \(Third Semester Course\)](#)
- VIII. [SPED 607: Masters in Education, Special Education \(Third Semester Course\)](#)

.. The instructor reserves the right to modify the syllabus in response to the best interests of the students.



QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDUC 315
COURSE TITLE: CHILD DEVELOPMENT
YEAR AND SEMESTER:

INSTRUCTOR:

mornings

PHONE:

CLASS MEETING TIME/LOCATION:

EMAIL: OFFICE NUMBER:

OFFICE HOURS:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

- 1. Content: Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. Pedagogy: Plan effective instruction to maximize student learning
- 3. Technology: Use current and emerging technologies in instructionally powerful ways.
- 4. Diversity: Foster successful learning experiences for all students by addressing individual differences.

Scholarship

- 5. Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education
- 6. Problem Solving: Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership

- 7. Ethical Values: Apply professional ethics in all educational contexts
- 8. Initiative: Lead positive change in education

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COURSE DESCRIPTION

This course reviews the literature on child biological, motor, perceptual, cognitive (including intelligence), language, emotional, social, and gender development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

Prerequisites: Admission to B.ED in Primary Education

COURSE OBJECTIVES

1. Investigate the physical and motor growth and development, cognitive and language development, and social/emotional development of children in the primary grades.
2. Identify unique developmental traits through data gained from observations.
3. Review and apply the literature on gender and child development.
4. Critically examine the impact of media on primary aged children.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Construct a plan to establish a learning environment that supports the physical and motor growth and development, cognitive and language development, and social/emotional development of children in the primary grades.
2. Document ways in which to support children's development socially/emotionally, physically, and cognitively based on developmentally appropriate practice.
3. Construct a plan as to how to establish and maintain an environment that ensures children's healthy development, safety, and nourishment.
4. Plan learning experiences that promote physical, cognitive, and social/emotional development, and language and literacy skills in young children.
5. Define and implement procedures for collecting, organizing and communicating about children's progress around learning outcomes, and respect the confidentiality of information about children and families.
6. Develop procedures for establishing supportive relationships with children and families in promoting social/emotional development.
7. Use data to draw conclusions on how media affects children at the primary level.

TEXTBOOK & READINGS

Bee, H., & Boyd, D. (2010). *The developing child* (12th Ed.). Boston, MA: Pearson Education.

Other references as needed:

- Berk, L. E. (2008). *Child development 8th Ed.* Boston, MA: Allyn & Bacon.
- Essa, E. L. (2011) *Introduction to early childhood education (6th Ed.)*, Belmont, CA: Wadsworth.
- Kail, R. V. (2001). *Children and their development (2nd Ed.)* White Plains, NY: Prentice Hall.
- Lightfoot, C., Cole, M., & Cole, S. (2009). *The Development of Children (6th Ed.)* New York, NY: Worth publisher.

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YouTube Resources

Week Two:

- The Embryonic Development of a Baby
<http://www.youtube.com/watch?v=AoisqOGQIVE>

Week Three

- Newborns First Reflexes
<http://www.youtube.com/watch?v=zfHLro9l3TU>
- Primary Reflexes
<http://www.youtube.com/watch?v=gyVLD0hl0XY>
- Newborns First Reflexes
<http://www.youtube.com/watch?v=bgTVrxBfg8g>

Week Four

- First Days, Baby Basics: Episode 8
<http://www.youtube.com/watch?v=8ABIf7o658s>

Piaget

- An overview
<http://www.youtube.com/watch?v=lEam9lpa6TQ>
- Examples of Piaget's 4 stages
<http://www.youtube.com/watch?v=1lhElrWb72M&feature=related>

Kohlberg:

- Stages of Moral Development
<http://www.youtube.com/watch?v=O7pQJ0ptjk0&feature=related>
- Heinz Dilemma
<http://www.youtube.com/watch?v=PF5tvL-xm2U&feature=related>

COURSE REQUIREMENTS

1. Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
3. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
4. All written assignments should be word processed, double spaced, and in 12 point standard font.
5. All written assignments shall use appropriate citations and references in APA style (see <http://owl.english.purdue.edu/owl/resource/560/01/> for help with APA formatting).
6. All written assignments should use correct grammar and spelling
7. All students must access the Blackboard system to check for updates.
8. All students must have a working email QU address, to enable efficient communication.

USE OF BLACKBOARD

- Students are required to download and print notes before coming to class where applicable.
- Other than the syllabus, all handouts will be available electronically.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Pedagogy	1, 2	1, 2	2, 3, 6	Child Observation
Scholarship,	10, 11	3, 4	5, 6, 7	Research Project and

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Problem Solving				Presentation
Content, Scholarship	4, 8, 11	1, 2, 3	3, 4	Toy Game Evaluation
Content, Pedagogy	11	1-4	1-7	Topic quizzes / Final

Week	Topics/Activities	Assignments
Sept. 26	Introductions, Syllabus	
Sept. 28	Visit to the Resource Room,	CED building
Oct. 3	Visit to the library: Endnote and resource presentation	Library building
Oct. 5	Prenatal Development, Part I	Bee & Boyd, Ch. 2
Oct. 10, 12	Prenatal Development, Part II	Bee & Boyd, Ch. 2
Oct. 17, 19	Birth and Early Infancy, Part I	Bee & Boyd, Ch. 3
Oct. 24	Birth and Early Infancy, Part II	Bee & Boyd, Ch. 3, con't.
Oct. 26	Visit to the Early Childhood Center	Women campus
Oct. 31&Nov.2	Individual Differences in Cognitive Abilities	Bee & Boyd, Ch. 4
Nov. 14	Quiz 1	
Nov. 7, 9	Break	Eid break
Nov. 16, 21	Cognitive Development I: Structure and Process	Bee & Boyd, Ch. 6
Nov. 23, 28	Cognitive Development II: Individual Differences	Bee & Boyd, Ch. 7
Dec. 7	Quiz 2	
Nov.30,Dec. 12	Social-Cognitive and Moral Development	Bee & Boyd, Ch. 12
Dec. 14, 19	Social-Cognitive and Moral Development	Bee & Boyd, Ch. 12
Dec. 21, 26	The Ecology of Development: The Child Within the Family System, Part I	Bee & Boyd, Ch.13
Dec. 28, Jan. 2	✓ The Ecology of Development: The Child Within the Family System, Part II	Bee & Boyd, Ch.13
Jan. 4	Review for Final	
Final Exam – As scheduled in university schedule		

COURSE TOPICS

- 1- Theories of Child Development
- 2- Prenatal Development

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- 3- Physical Growth
- 4- Cognitive Development
- 5- Emotional Development
- 6- Self- and Social Understanding
- 7- Moral Development
- 8- Development of Gender Differences

DELIVERY METHODS

- Lectures by instructor and by guest speakers
- Large and small group discussions
- Individual and small group projects
- Use of multiple research tools (standard and technology-based)

ASSESSMENTS

1. **Child Observation (15%):** Students will observe a child for a total of one hour in 3-5 different environments (see Observational Study Guidelines) and submit observational record and analysis.
2. **Each student will participate in a group research project/presentation/paper on a topic (20%)** chosen from an instructor created list. The group paper is due in class on the day of presentation. Example topics include child development and television; views of child development and child development and religion.
3. **Toy or Game Evaluation (10%):** After learning about motor, emotional, and cognitive development, select a toy or game that has a recommended age range listed on the package. After experimenting with the toy, provide an analysis of the toy and appropriate play with that toy, along with potential inappropriate uses. Identify the types of cognitive skills required to play with the toy, what gross and fine motor skills are necessary to successfully play, emotional development and how the game requires skills such as frustration tolerance, turn taking, etc. What happens if the child lacks the capability to play with this toy? How does the toy encourage growth or learning in the child or does the toy only draw upon pre-existing abilities (Assimilation)?
4. **Two quizzes (15%)**
5. **Final Exam (25%):** This is a comprehensive exam that will review all material covered in the course.

GRADING POLICIES

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also

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considered a grave breach of honesty. Academic dishonesty and plagiarism are described on page 37 in the Qatar University Student Handbook.

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

SPECIAL NEEDS

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section

Student Activities building

Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM .

STUDENT COMPLAINT POLICY

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook

LEARNING SUPPORT

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at <http://www.qu.edu.qa/students/services/slsc/>

Appendix: Qatar National Professional Standards

1. Structure innovative and flexible learning experiences for individuals and groups of students.
 2. Use teaching strategies and resources to engage students in effective learning.
 3. Foster language, literacy, and numeracy development.
 4. Create safe, supportive, and challenging learning environments.
 5. Construct learning experiences that connect with the world beyond school.
 6. Apply Information and Communication Technology (ICT) in managing student learning,
 7. Assess and report on student learning.
 8. Apply knowledge of students and how they learn to support student learning and development.
 9. Apply teaching/subject area knowledge to support student learning.
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10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.

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RESEARCH PAPER

Description of the Assignment

In pairs, you will be asked to choose a topic to research. If there is not a topic on the list that interests you, you may select a topic, but you must get permission from your instructor first to use that topic. The paper must be submitted online through the Taskstream system.

You and your partner will also give a presentation to the class on your research topic. All research papers will be due on the assigned date (see syllabus), but you and your partner will sign up for a presentation date.

Guidelines for the research paper:

- Include a minimum of five references. The textbook may NOT be used as one of your references. No more than three references may be from online sources. Before you use a site, check to see if it is a respected source of information (no blogs, advertisements, etc.)
- All references must be cited in the paper in correct APA format. A reference list in APA format should be included at the end of the paper. (See <http://owl.english.purdue.edu/owl/resource/560/01/>.)
- The paper should be approximately 5-7 pages in length. Please follow the rules given in the syllabus (e.g., cover page, 12 point font, double-spaced, etc.)

Guidelines for the presentation:

- Provide a copy of the paper for each classmate.
- Use technology.
- Presentation should be between 7-10 minutes in length.

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Rubric: Research Paper

Performance Element	4 Exceeds Expectations	3 Satisfactory	2 Needs Work	1 Unacceptable
Content	Demonstrates clear, thorough, and accurate knowledge of the content and focus of the paper	Shows adequate knowledge of the content, although some minor points are missing or there are minor factual or conceptual errors	Several key points are missing; there are significant factual or conceptual errors	Limited demonstration of the content and focus of the paper or many significant factual or conceptual errors
Development of Ideas	Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details	Minimal idea development, limited and/or unrelated details
References	Use of references indicate substantial research; all references are from acceptable sources and are cited in correct APA format	Use of references indicate required amount of research; most references are from acceptable sources, but there are several errors APA format	References are limited in number and/or are from weak sources; many errors in APA format	Number and quality of references indicate poor research; format does not follow any accepted formatting system
Organization	Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization
Grammar and Formatting	Almost no errors in grammar or format (e.g., spelling, punctuation, capitalization, headings)	Few errors in grammar or format relative to length and complexity	Some errors in grammar and/or format that do not interfere with communication	Many errors in grammar and format that significantly interfere with communication

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Presentation Rubric

Criterion	4	3	2	1
Information	Extensive information related to topic provided; no off-topic information; all key points included	Important information related to topic was provided; some off-topic information included	Key points about the topic were omitted; several points did not address topic	Presentation was not informative about the topic
Organization	Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization
Use of Technology	Creative and skillful use of technology to increase interest and present information	Appropriate and proficient use of technology to present information	Technology issues detracted from presentation	Technology was not used OR was used inappropriately
Interest Level	Highly interesting throughout the presentation	All of presentation was moderately interesting	Presentation often lost the interest of the audience	Presentation flat and dull
Requirements	On time, appropriate in length, paper presented to peers	On time, slightly exceeds time limit, paper presented to peers	Rescheduled presentation (missed due date), too short or too long, or late getting paper to peers	Late presentation (no rescheduling), too short/long OR no paper

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Child Observation Guidelines (15% of Course Grade)

Assignment Description: The purpose of this assignment is to apply the theories you have learned to actual behaviors of children. It has two parts.

Part I: Make an appointment with the Early Childhood Center to visit. Observe a child over a time period totally 1 hour, in 3-5 environments (e.g., reading circle, free play, computer time). Take thorough notes about the child's behaviors (see attached form). If the child is speaking, write down exactly what s/he says in the language in which it was spoken. Do not try to analyze your notes at this time. Try to note behaviors in each of the five domains of child development (motor, cognitive, social, moral, and emotional).

Part II: In a 3-5 page paper, use the child development theories you have learned to reflect on what you have observed.

Rubric for Observation Assignment

Criterion	4	3	2	1
Quality of observations	Thorough and meaningful notes related to each of the 5 domains of child development.	Meaningful notes related to at least 4 of the domains of child development.	Notes (with some lack of clarity) related to at least 3 of the 5 domains of child development.	Few notes; notes related to only one or two domains of child development.
Understanding of child development theories	Analysis clearly and accurately identifies which of the 5 domains applies to all noted behaviors	Analysis has few errors in identifying which domain applies to all noted behaviors	Analysis has several errors in identifying which domain applies to noted behaviors.	Many errors in identifying which domain applies to noted behaviors.
Application of child development theories	Analysis clearly and accurately uses theory to reflect on student behaviors in each of the 5 domains.	Analysis has few errors, none serious, in reflecting on student behaviors in at least 4 of the 5 domains.	Analysis shows some (shallow) reflection on student behaviors, although development theories are used only infrequently.	Few or no theories are used to reflect on student behaviors OR theories are applied incorrectly.
Overall quality of the paper	Paper is thorough, organized, interesting, and has few to no errors in spelling, grammar, or punctuation; none serious.	Paper is organized and interesting, but has a several errors in spelling, grammar, or punctuation, none that interfere with understanding.	Paper needs improvement in organization; has several errors in spelling, grammar, or punctuation; some interfere with understanding.	Paper has serious problems in improvement in organization; has several errors in spelling, grammar, or punctuation; some of which interfere with understanding.

Observation Sheet

Name of Observer: _____

Date of observation: _____

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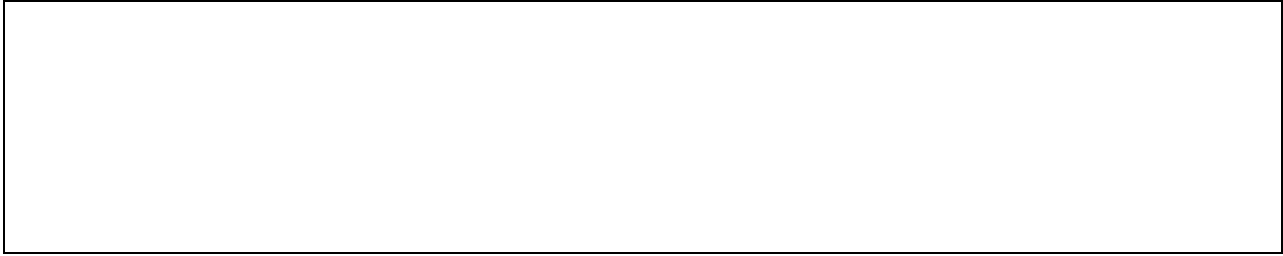
Time: From _____ to _____
Location: _____
Notes:

Time: From _____ to _____
Location: _____
Notes:

Time: From _____ to _____
Location: _____
Notes:

Time: From _____ to _____
Location: _____
Notes:

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Time:

From _____ to _____

Location:

Notes:

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QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDSE 331
COURSE TITLE: Reading and Writing across the Curriculum (3CRH)
SEMESTER AND YEAR

INSTRUCTOR:
OFFICE NUMBER:
PHONE:

EMAIL:
OFFICE HOURS:
CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (CHECKED IF ADDRESSED IN THIS COURSE)

	Teaching
	1. Content: Demonstrate understanding of the key theories and concepts of the subject matter.
✓	2. Pedagogy: Plan effective instruction to maximize student learning.
	3. Technology: Use current and emerging technologies in instructionally powerful ways.
✓	4. Diversity: Foster successful learning experiences for all students by addressing individual differences.
	Scholarship
	5. Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education.
	6. Problem Solving: Arrive at data-informed decisions by systematically examining a variety of factors and resources.
	Leadership
✓	7. Ethical Values: Apply professional ethics in all educational contexts
	8. Initiative: Lead positive change in education.

COURSE DESCRIPTION

The purpose of this course is to extend the candidate's thinking about the concept of literacy, and to prepare the candidate to critically analyze learning and literacy instruction in today's schools. We will focus on providing a critical perspective for teaching reading and writing across the curriculum. The emphasis of the class is on

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developing conceptual tools that will enable the candidate to use reading and writing as instructional tools in the classroom. The course will focus on the nature of literacy processes and instruction that facilitates learning, particularly as it applies to secondary students. The course uses a social-constructivist theoretical perspective and involves a field-based experience.

Prerequisites: *EDUC 310 and EDUC 312*

COURSE OBJECTIVES

Based on National Council for Accreditation of Teacher Education (NCATE) and the State of Qatar (Qatar National Professional Standards for Teachers and School Leaders – QNPS), after the successful completion of the course, each candidate is expected to:

1. Promote knowledge, understanding and use of the major definitions, concepts, and research related to literacy.
2. Construct literate learning environments that support students' language and literacy development and content area achievement.
3. Enhance knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, managing and content instruction that develop literacy skills.
4. Use information related to current advances in the literacy field, to reflect upon and improve instructional practices
5. Select and use a wide range of instructional practices, to develop reading and writing materials to support literacy for students.

COURSE LEARNING OUTCOMES

The learner will:

1. Identify different literacy definitions & major literacy concepts in the field of teaching and learning.
2. Discuss different research related to literacy development
3. Discuss different variables affecting literacy development.
4. Identify Literacy Key Components.
5. Discuss different instructional strategies related to developing Literacy Key Components (decoding/phonemic awareness and phonics, morphology, vocabulary, fluency, and text comprehension).
6. Identify writing instructional strategies that can be used in different content areas.
7. Plan and use different instructional strategies related to developing Literacy Key Components (decoding/phonemic awareness and phonics, morphology, vocabulary, fluency, and text comprehension).
8. Identify and use a group of scaffolding strategies to support students' literacy development, and content area achievement.
9. Plan, implement, and manage literacy lessons in content areas consistent with State of Qatar Curriculum Standards.
10. Integrate a wide range of technology-based practices with curriculum materials to develop literacy skills.
11. Develop and implement lessons consistent with State of Qatar Curriculum Standards in their field-based experience in a secondary school setting that develop literacy skills.
12. Evaluate and reflect on the effectiveness of teaching and learning strategies and resources that develops student's literacy skills in content areas

TEXTBOOKS & READINGS:

Required text:

Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2007). *Fifty content strategies for adolescent literacy*. Upper Saddle River, NJ: Merrill Prentice Hall, Inc.

Education Institute (2005). *Curriculum standards for the state of Qatar: Grades K to 12*. Doha, Qatar: Education Institute.

Supportive Texts:

Copied articles and materials will be distributed and used in the course.

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ADDITIONAL REFERENCES

Bear, D.; Invernizzi, M., Templeton, S., & Johnson, F. (1999). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th Ed.). Upper Saddle River, NJ: Prentice Hall

Buehl, D (2001): *Classroom strategies for interactive learning*. Washington, DC: International Reading Association, Inc.

Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Washington, DC: International Reading Association, Inc.

Grabe, W. & Stoller, F. (2001). *Teaching and researching reading: Applied linguistics in action*. London: Pearson Education, Inc.

Harrell, A., & Jordan, M. (2004): *Fifty strategies for teaching English language learners*. Upper Saddle River, NJ: Prentice Hall, Inc

Koda, K. (2005). Insights into second language reading: A cross-linguistic approach. *Cambridge applied linguistics*. Cambridge, UK: Cambridge University Press.

Zwiers, J (2004): *Developing academic thinking skills in grades 6-12: A handbook of multiple intelligence activities*. Washington, DC: International Reading Association, Inc.

COURSE REQUIREMENTS

General Requirements, Description of Activities and Evaluation Procedures

Attendance and Participation:

The university views class attendance as an individual student responsibility. Prospective teachers are expected to attend class, be on time and to complete all assignments. University rules regarding absences will be followed. Prospective teachers are expected to make up missed work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, results in one absence.

Use of Blackboard:

Students are expected to use Blackboard in the communication process and for posting their work.

COURSE MATRIX

COURSE OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT
1. Promote knowledge, understanding and use of the major definitions, concepts, and research related to literacy	<ul style="list-style-type: none"> - Identify different literacy definitions & major literacy concepts in the field of teaching and learning. - Discuss different research related to literacy development. - Discuss different variables affecting literacy development. - Identify Literacy Key Components - Discuss different instructional strategies related to developing Literacy Key Components. (decoding/phonemic awareness and phonics, morphology, vocabulary, fluency, and text comprehension). 	<p>Written Tests</p> <p>Reflective Paper</p>
2. Construct literate learning environments that support students’ language and literacy development and content area achievement.	<ul style="list-style-type: none"> - Plan and use different instructional strategies related to developing Literacy Key Components (decoding/phonemic awareness and phonics, morphology, vocabulary, fluency, and text comprehension). - Identify and use a group of scaffolding strategies to support students’ literacy development, and content 	<p>Field Observation</p> <p>Micro-teaching</p> <p>Lesson plan</p>

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	area achievement.	
3. Enhance knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, managing and content instruction that develop literacy skills.	<ul style="list-style-type: none"> - Plan, implement, and manage literacy lessons in content areas consistent with State of Qatar Curriculum Standards. - Develop and implement lessons consistent with State of Qatar Curriculum Standards in their field-based experience in a secondary school setting that develop literacy skills. 	<p>Field Observation</p> <p>Micro-teaching</p> <p>Lesson plan</p>
4. Use information related to current advances in technology in the literacy field, to reflect upon and improve instructional practices.	<ul style="list-style-type: none"> - Integrate a wide range of technology-based practices with curriculum materials to develop literacy skills. - Evaluate and reflect on the effectiveness of teaching and learning strategies and resources that develops student's literacy skills in content areas. 	<p>Field Observation</p> <p>Micro-teaching</p> <p>Lesson plan</p>
5. Select and use a wide range of instructional practices, to develop reading and writing materials to support literacy for students.	<ul style="list-style-type: none"> - Plan and use different instructional strategies related to developing Literacy Key Components (decoding/phonemic awareness and phonics, morphology, vocabulary, fluency, and text comprehension). - Identify Literacy Key Components. 	<p>Field Observation</p> <p>Micro-teaching</p> <p>Lesson plan</p>

COURSE OUTLINE

Week	Topic
1, 2	-Introduction and overview of the course, discussing the requirements and the syllabus. -Literacy definitions and concepts -Literacy development
3	-Variables affecting literacy development
4, 5, 6	-Literacy Key Components
7	Mid-Term Exam
8	-Reading Instructional strategies
9, 10	-Writing instructional strategies -Vocabulary instructional strategies
11	-Scaffolding strategies for the secondary classes
12,13	QCNS related to literacy skills
14,15	-Appropriate and effective lesson plans for the classroom that support students' literacy development -Resources for creating safe and supportive learning environments that enhance literacy instruction and learning.
16	Final Exam

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ASSESSMENTS

Different assessment tools will be used: rubrics, achievement tests, observation checklists, etc. according to the nature of the task or assignment. They will be discussed and presented to candidates at the beginning of the course.

1. Exams: (50%). There would be two exams: the mid term and the final. These will include short essay-type questions as well as objective items covering the knowledge and information presented in the course.
2. Prepare a lesson plan (15%) consistent with Qatar National Standards for the secondary stage in a content area, incorporating reading and writing strategies.
3. Micro-teaching (20%) Candidates are expected plan a lesson of 15-20 minutes and teach it in a classroom. The rubric is attached.
4. Field Observations: (15%) Candidates are expected to observe at least 2 classrooms and reflect on their observations by writing a reflective paper about the use of one of the strategies in his or her school (students' reactions, achievement, attitudes, teacher reactions, etc).

ASSESSMENTS

Written Tests	50%
Micro-Teaching	20%
Field Observations	15%
Lesson plan	15%

GRADING SYSTEM

A = 100 – 90	C = 74.99 – 70
B+ = 89.99 - 85	D+ = 69.99 – 65
B = 84.99 – 80	D = 64.99 – 60
C+ = 79.99 - 75	F = 59.99 – 0

SPECIAL NEEDS

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section

Student Activities building

Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM

STUDENT COMPLAINTS POLICY

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on **page 37 in the Qatar University Student Handbook**.

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LEARNING SUPPORT

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at <http://www.qu.edu.qa/students/services/slsc/>

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Description of Lesson Plan Assignment: Use the lesson plan format that follows. Design an original lesson, following the rubric below. Use the Qatar Curriculum Standards. Although you can get ideas from other lessons, do NOT copy and paste a lesson for this assignment.

<p>Qatar Standards Write out the Qatar Standard and provide number and letter where appropriate.</p>	<p>Objective(s) State what you expect students to know and be able to do after completing the lesson.</p>
<p>Resources (Used in planning) Include book title(s), text, website, or other source information used to help put together the learning plan.</p>	<p>Materials (Used in teaching & learning) Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.</p>
<p>ACTIVATING PRIOR KNOWLEDGE/FOCUS/MOTIVATION Include something to activate students' prior knowledge and capture students' interest and motivate them for learning. This may be in the form of a question or a demonstration. Be creative, but make sure it connects to the overall lesson objective. Suggestion: After the focus activity, state the lesson's objective to students.</p>	
<p>TEACHER STRATEGIES Describe instructional strategies to be used. Indicate how the activity should be done. Keep in mind to use cooperative learning, methods of inquiry, or investigation when possible and to integrate content areas and technology in instruction as much as possible in activities.</p>	<p>STUDENT ACTIVITIES In direct instruction situations, students may be guided through models or examples, then provided independent practice. If students are exploring and investigating an activity first, you may allow students to explain results, follow with questions, and then make points necessary relating to particular content information or expected solutions based on student experiences and questions.</p>
<p>DIFFERENTIATION/MODIFICATIONS Suggest what you will do to differentiate or modify the lesson for students with diverse needs. What will you do for students who are having difficulty understanding concepts or skills taught in the lesson or need additional support?</p>	<p>LESSON EXTENSION Suggest ways to extend the activity for students. Indicate what students could do to apply the concepts and process skills learned to new situations. This can be used as extended activities for students who complete work and are ready to move on. No new information is taught here—students are applying what they have learned in the lesson to a new context.</p>
<p>CLOSURE Bring the lesson to a close. Restate the instructional objective. You may want to summarize activities or ask students to respond to questions to check for student understanding of the basic concepts addressed by the activity.</p>	
<p>ASSESSMENT Explain how you plan to assess students, and include any materials that are needed. Include the scoring rubric you would use for evaluation purposes or observational checklists when appropriate. (Be sure to match objectives to assessments.)</p>	

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Scoring Rubric: Lesson Plan

	Emerging	Needs Improvement	Acceptable	Target
Qatar Curriculum Standards	QNCP standards are identified but are clearly inappropriate in number, grade and/or topic.	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well.	An appropriate number of QNCS standards are identified; most match grade and topic.	An appropriate number of QNCS standards are identified and clearly match grade and topic.
Instructional Objectives	Objectives are not aligned with standards or assessments AND are not measureable.	Stated objectives are not aligned to standards and assessments OR are not measureable.	Stated objectives are aligned with standards and assessments, but all are not measureable.	Stated objectives are aligned with standards and assessments and describe measureable goals.
Materials	Materials are insufficient in number or are not be appropriate to students' level or to the topic.	Materials are insufficient in number and or contribute only slightly to the lesson.	Materials are adequate in quality and number, appropriate to students' level and to the topic.	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level.
Resources	Resource list has many important omissions and no supportive resources.	Most required resources are named, with only minor omissions. Supportive resources are lacking	All required resources and some additional resources are identified, although the list lacks variety in type of resources identified.	All required resources and additional supportive resources are identified; various types of resources are included (print, electronic, physical).
Activating Prior Knowledge/ Focus/ Motivation	Prior knowledge is not activated or activity is not related to objectives.	Prior knowledge is somewhat activated, but the relationship to objectives is weak.	Prior knowledge is activated through a specific technique related to objectives.	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives.
Technology	Technology use distracts from learning objectives.	Use of technology to support lesson objectives by the teacher is limited; no use of technology by students.	Appropriate use of technology by teacher or students supports learning objectives.	Creative use of technology by students clearly supports learning objectives.
Teacher Strategies	Instructional strategy is poorly described and is not appropriate for the learning objectives.	A single instructional strategy is described that is appropriate for learning objectives.	More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives.	Instructional strategies are clearly described, varied, and clearly support learning objectives.
Student Activities	Student activities <ul style="list-style-type: none"> • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask 	Student activities <ul style="list-style-type: none"> • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the 	Student activities may <ul style="list-style-type: none"> • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher but not other 	Student activities <ul style="list-style-type: none"> • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher and other students, and • Enhance conceptual and

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	Emerging	Needs Improvement	Acceptable	Target
	questions, and • Offer limited conceptual and cognitive development	teacher but not other students, and • Offer limited conceptual and cognitive development	students, and • Enhance conceptual and cognitive development appropriate to the subject area.	cognitive development appropriate to the subject area.
Modifications/ Differentiation	A strategy to help students with a single type of need is identified, or strategies identified are not appropriate.	Multiple strategies to help students with a single type of need are identified; most are appropriate	Multiple and appropriate strategies to help students with diverse needs are identified. .	Multiple and appropriate strategies to help students with diverse needs are identified and explained.
Lesson Extension	Extension repeats but does not offer application in a new context.	Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context.	Extension includes opportunity for students to apply the information, concepts, or skills in a new context.	Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.
Closure	Closure by teacher ends the lesson, but does not summarize or clarify learning.	Closure by teacher summarizes the lesson and clarifies points.	Closure includes an opportunity for a limited number of students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.	Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.
Assessments	Assessment does not align with lesson objectives or does not provide feedback on each student.	Assessment provides feedback for each student and is aligned with most of the lesson's objectives in content.	Assessment provides feedback for each student and is aligned with the lesson standards and objectives in content, and cognitive level (Bloom's taxonomy).	Assessments clearly align with the lesson standards and objectives in content, mode (way it was taught), and cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student.

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Micro-teach

Using the lesson plan format you have been given, develop a short lesson (15-20 minutes) appropriate for the subject area, topic, and grade level of your current field experience. You will need to work with your mentor teacher to be sure your lesson meets with her approval. Refer to the Micro-Teach Scoring Rubric to make sure you address all the criteria for the assignment. You will need to include an assessment that will provide feedback on how well students achieved the lesson objectives. Reflect on the lesson, stating what you felt was most and least successful and what you would change if you taught the lesson again. Turn in the lesson plan plus reflection, signed by your mentor teacher, to your instructor.

Scoring Guide

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Lesson Plan	Many omissions in the written lesson plan OR many of the items are inappropriate for subject area, context, and developmental level of students.	Several omissions from the lesson plan OR several items are not entirely appropriate OR are not appropriate for subject area, context, and developmental level of students.	Most of the elements of the lesson plan are present; most are appropriate to support the goal of the lesson are appropriate for subject area, context, and developmental level of students.	All elements of a well-written lesson plan (see template) are complete and appropriate; All elements support the lesson goal and are appropriate for subject area, context, and developmental level of students.
Pedagogy	A single strategy is used; does not represent best practice; is not appropriate for content or grade level. Serious errors in content. Little to no active learning.	Strategies used are not inappropriate for content or grade level; not varied or engaging. Most content is correct; no serious errors. Active learning is limited.	Includes several strategies appropriate for content and grade level; some variety; somewhat engaging, many are active. All content is correct and presented in logical order.	Includes multiple best practices; varied, engaging, active, appropriate for content and grade level. All content is important, correct and presented in logical order.
Content	Serious errors in content accuracy or content presented is not appropriate for the development level of the learners, or sequencing seriously interferes with understanding.	Few errors in content, none serious. Content may be above or below developmental level of learners. Sequencing may interfere with best learning. One or more analogies or activities could lead to misconceptions.	All content information is correct and one or more key concepts of the discipline is (are) targeted. Content is appropriate level for learners. Sequencing does not distract from understanding. Analogies/activities do not foster misconceptions.	All content information is correct and represents key concepts and/or skills of the discipline. Main content ideas are emphasized. Content is logically and appropriately sequenced for learner understanding and at developmentally appropriate level.. All analogies/activities are appropriate for both the content and the learners.
Integration	Little attention to knowledge of students, learning theory, subject matter, curricular goals OR community in	Plans instruction based on knowledge of students, learning theory, subject matter, curricular goals OR community.	Plans instruction based on knowledge of at least four of the following: students, learning theory, subject matter, curricular goals, and community.	Plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

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	Unsatisfactory	Needs Improvement	Satisfactory	Target
	instructional plans.			
Integrated technology	Technology is not used by either teacher or students in the lesson.	Some technology is used, but may not be aligned with lesson objectives.	Technology is used that is consistent with the lesson objectives by either the teacher (presentation of lesson) and by students (processing/presenting information). .	Technology is used to enhance the lesson toward achievement of objectives by both the teacher (presentation of lesson) and by students (processing/presenting information). .
Presentation	Lacking in appropriate pacing, voice, or eye contact. Interaction with students is negative. Instructions are unclear. No higher level questions.	Instructions are unclear or inadequate pacing, voice, or eye contact; lack of higher level questioning. Most interactions are positive.	Includes several of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning.	Includes most of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning.
Organization	Time requirements were not met, or presentation is disorganized, hard to follow.	Some minor errors in time requirements; Some disorganized elements, but presentation can be followed.	All time requirements met; Most elements ready & appropriately sequenced and paced; no serious disruptions.	All time requirements met; All instructional elements ready and appropriately sequenced and paced.
Assessment	Assessment is either missing or does not provide meaningful data OR assessments are unfair to the learning (not appropriate to the content or to the learner).	Appropriate assessment is administered, but data may not clearly relate to learning objectives OR data analysis may be difficult to complete.	Appropriate assessment is administered that includes useful data related to most objectives. Assessments are fair (appropriate to the learners and the content). Data analysis can be completed.	Appropriate assessment is administered that clearly focus on the learning objectives, provide meaningful data, and are clearly linked to student learning. Assessments are fair (appropriate to the learners and the content). Assessments clearly lead to a method for meaningful data analysis.
Reflection	Reflection not realistic; little reflection on strengths or weaknesses of activity or no consideration of assessment data.	Strengths or weaknesses are noted, but omits several key areas. The results of the assessment are referred to , but not thoughtfully examined. Few suggestions are given.	Realistic indication of strengths and weaknesses of planning, instruction, and assessment are included. The results of the assessment are part of the reflection. Appropriate suggestions for improvement are given that include assessment results.	Thoughtful, helpful, and realistic, indicators strengths and weaknesses of all parts of the lesson, including planning, instruction, and assessment. The results of the assessment are clearly understood and thoughtfully discussed. Suggestions for improvement are given that are clearly based on reflection data.

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Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS students in effective learning

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply Knowledge of students and how they learn to support student learning and development
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.

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QATAR UNIVERSITY

COLLEGE OF EDUCATION

EDPR 540: Reading and Language Arts Methods

SEMESTER AND YEAR

INSTRUCTOR:
OFFICE NUMBER:
PHONE:

EMAIL:
OFFICE HOURS:
CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)

Teaching

- 3. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 4. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 5. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 6. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- 7. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 8. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- 9. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 10. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

This course deals with the methods and strategies essential for the effective teaching of literacy skills (word knowledge, reading and writing) in English as a second language to primary schoolchildren. Course topics include: components of reading identified by the National Reading Panel" report (NICHD, 2000): phonemic awareness, phonics (decoding), fluency, vocabulary, and comprehension, besides teaching spelling, and writing.

Prerequisites: Admission into the Diploma in Primary Education Program

COURSE OBJECTIVES

After the successful completion of the course, each candidate is expected to:

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1. Have the knowledge of the foundations of reading and writing processes and instruction.
2. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Evaluate and reflect on literacy practices.
6. Understand ethical issues in teaching reading and writing.

COURSE LEARNING OUTCOMES

1. Describe basic concepts and strategies of reading and writing processes and instruction
2. Relate the foundational theories to practices and materials they use in the classroom
3. Identify the components of reading and writing proficiency
4. Plan learning activities that use of a wide range of instructional practices, approaches, and methods related to reading and writing, including technology-based practices.
5. Plan instruction in reading and writing based on Qatar curriculum standards.
6. Use a wide range of instructional practices, approaches, methods, and curriculum materials in vocabulary, reading and writing instruction.
7. Use a variety of assessment tools and practices in reading and writing instruction.
8. Evaluate and reflect on the effectiveness of teaching and learning strategies and resources in reading and writing instruction.
9. Apply principles of ethics to a case study in reading and writing instruction.

TEXTBOOKS & READINGS

Reading Materials

A course-packet will be available at the QU Bookstore.

Required Document

The National Curriculum Standards Document for the State of Qatar (English)

COURSE REQUIREMENTS

1. Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
3. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
4. All written assignments should be word processed, double spaced, and in 12 point standard font.
5. All written assignments shall use appropriate citations and references in APA style.
6. All written assignments should use correct grammar and spelling.
7. In-class mid term and final exams will be given in this class. Each candidate is expected to be present for these exams except in cases of certified emergency

USE OF BLACKBOARD

- Documenting all course materials
- Communicating with Students

COURSE MATRIX

Unit Learning	QNPS	Course Objectives	Course Learning	Assessment
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Outcomes			Outcomes	(Tasks/Artifacts)
Content Pedagogy	1, 7	1	1, 2, 3, 4, 5	Written tests Lesson plans Portfolio of teaching activities
Content Pedagogy	2, 3, 4, 8, 9	2, 3	6, 7	Field based report Micro teaching and strategy presentation
Content Pedagogy	6, 7, 12	5	8	Portfolio of teaching activities Field experience report
Ethical Values	12	6	9	Case study on ethics

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COURSE OUTLINE

Week	Topic
1	<ul style="list-style-type: none"> • Introduction and overview of the course • Development and recent relevant research and histories of reading • Psychological, sociological, and linguistic foundations of reading and writing processes and instruction • The basic concepts in language, reading and writing
2, 3	Key Components of Literacy
4, 5	<ul style="list-style-type: none"> • Strategies to improve phonological awareness • Assessment techniques • Strategy presentation
6	Teaching Alphabetic awareness and alphabetic knowledge
7	Mid Term Exam
8	<ul style="list-style-type: none"> • Specific strategies to develop and improve word identification and phonics • Strategy Presentation
9	<ul style="list-style-type: none"> • Specific strategies to develop and improve vocabulary, • Assessment Techniques • Strategy Presentation
10	<ul style="list-style-type: none"> • Specific strategies to develop and improve fluency • Fluency assessment • Strategy presentation
11	<ul style="list-style-type: none"> • Specific strategies to develop and improve comprehension • Assessment techniques • Strategy presentation
12	<ul style="list-style-type: none"> • Specific strategies for teaching spelling • Assessment techniques • Strategy presentation
13	<ul style="list-style-type: none"> • Teaching early writing, handwriting, writing process strategies • Assessment techniques • Strategy presentation • Field practice
14	<ul style="list-style-type: none"> • Integrated reading and writing activities and strategies • Standards based –lessons from K to 6 • Sample reading and writing lesson plans. • Field Practice
15	Supporting Literacy Development Through Motivational Strategies

ASSESSMENTS

1. **Exams** (20%): There will be two quizzes in addition to the final exam. The candidate is required to take all exams at the scheduled time on the scheduled date.
 2. **Portfolio** (15%) containing the following materials:
 - a. Annotated bibliography of recommended children's books
 - b. Description of activities and materials list to develop and improve each of the following:
 - i. Phonological including phonemic awareness (2 activities)
 - ii. Decoding including phonics (2 activities)
 - iii. Vocabulary development (2 activities)
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- iv. Comprehension at all levels: literal, interpretive, and critical v
 - v. Fluency (2 activities)
 - vi. Spelling and writing including process and mechanics (2 activities)
- Among these 10 activities, at least three must be technology-based.

3. **Lesson Plans** (2 at 10% each). Candidates will develop two lesson plans reflecting on the students' interests, grade level, etc.; however, the activities must relate to one of the components of literacy skills outlined above (**recommended by Curriculum Standards for the State of Qatar as well as the National Reading Panel**): phonological awareness including phonemic awareness, alphabetic principle including decoding and phonics, vocabulary, comprehension, spelling, and writing. These lessons will be taught during the field experience placement.
4. **Field-Based Lesson** (10%): Class observation forms will be used to evaluate a lesson taught in the field placement content.
5. **Micro-teach** (10%). Using the lesson plan format you have been given, develop a short lesson (15-20 minutes) appropriate for the subject area, topic, and grade level of your current field experience. You will need to work with your mentor teacher to be sure your lesson meets with her approval. Refer to the Micro-Teach Scoring Rubric to make sure you address all the criteria for the assignment. You will need to include an assessment that will provide feedback on how well students achieved the lesson objectives. Reflect on the lesson, stating what you felt was most and least successful and what you would change if you taught the lesson again. Turn in the lesson plan plus reflection, signed by your mentor teacher, to your instructor.
6. **Case Study (10%)**. Candidates will be presented with different cases that express ethical issues regarding reading and writing. They are required to write a reflection on a scenario about an ethical issue.
7. **Final Exam** (15%). The final exam will be comprehensive.

All assignments are due on the day designated. It will be necessary to discuss any exceptions to this policy, should they occur, with the instructor. All your assignments should be original and prepared during the current semester.

CURRICULUM STANDARDS

The English standards are organized in three major strands and a number of substrands:

- | Word Knowledge | Listening and Speaking | Reading and Writing |
|--|--|---|
| <ul style="list-style-type: none"> • Vocabulary • Word recognition • Alphabetic and phonic knowledge (Grades K-4) • Spelling knowledge | <ul style="list-style-type: none"> • Listen and respond • Develop speaking strategies • Speak to communicate and interact | <ul style="list-style-type: none"> • Reading strategies • Read and respond • Develop writing strategies • Compose written texts |

The purpose of this course is to teach the components of word knowledge and reading and writing.

Word Knowledge Strand

Systematic vocabulary development is an essential part of the standards. By the end of Grade 6, students recognize, understand and use a range of approximately 1350 words for speech and writing. The vocabulary lists are designed to provide lexical sets which should be learned in meaningful and memorable contexts. Students are not expected to memorize lists of unrelated and meaningless words. In addition to vocabulary, the word knowledge strand also plots a progression of alphabetic and phonic training. From Grade 4, this changes to a wider focus on spelling conventions and rules, with emphasis on morphemes (word roots and affixes).

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Reading and Writing Strand

Develop reading strategies

These standards assume that the student will experience reading in a shared context (reading and analyzing enlarged texts in group or class work with the teacher), and independent reading - reading intensively for particular purposes and extensively for pleasure, interest and to practice skills and increase fluency. These standards also cover the decoding, predicting, cueing, self-monitoring and self-correction strategies essential to fluent reading. They should learn the relevant phonic and spelling knowledge explicitly and learn to apply this in decoding and making sense with written texts. They should also apply their knowledge of vocabulary grammar and context in predicting, and deciphering unknown words in context. The emphasis throughout the course is teaching students to read for meaning with increasing attention given to information-gathering strategies, inference, deduction, and evaluation.

Read and respond

Standards for reading and responding are structured by (a) the development of students' responses to texts and (b) a systematic progression of text types across the grades. Narrative, fiction and non-fiction, occur in all grades. The test types are drawn from commonly used genre distinctions in English-speaking curricula and adapted to meet the purposes of the English curriculum in Qatar.

Develop writing strategies

Standards for developing writing strategies cover basic skills of handwriting, and the explicit learning and application of phonic and spelling knowledge set out in the word knowledge standards. Across the grades, increasing emphasis is given to the development and application of independent and generative spelling strategies, including the use of bilingual and later, monolingual dictionaries, thesauruses and spell-checkers. These standards also include strategies for planning, revising, editing, and presenting writing, and for the development and accuracy of punctuation.

Compose written texts

The standards for writing composition reflect those for reading comprehension. They are designed to facilitate students' application of the themes, models and generic text features they have learned from reading to the composition of written texts.

The place of information and communications technology (ICT) in the English standards

The English standards draw on and apply ICT in a variety of ways:

- through the use of word-processing software for planning, composing, editing and presenting writing;
- as a source of information via the Internet for reading for information – developing comprehension, search and retrieval, synthesizing and summarizing skills;
- for email to communicate and learn to control the genre; and
- as a reference system for dictionaries, thesauruses, and spell checking.

ICT also provides shared and independent learning systems, which teachers and students use for:

- Class or group shared reading and writing using projected texts which can be analyzed, marked and manipulated
- Independent or paired interactive games and activities for practicing, applying and assessment of skills.

INSTRUCTIONAL TECHNIQUES USED

- Lecturing
- Discussion
- Pair and cooperative group work
- Micro- teaching
- Teaching Scenarios

GRADING SYSTEM

A	=	100 - 90
B+	=	89.99 - 85

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B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

ACADEMIC HONESTY

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Special Needs Section

Student Activities building

Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM .

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.. The instructor reserves the right to modify the syllabus in response to the best interests of the students.

REFERENCES

Recommended Reading for Additional Information

- Aaron, P. G. & Joshi, R. M. (1994/2004). *Reading problems: Remediation and consultation*. New York: Guilford Press.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
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- Heilman, A. W. (1998). *Phonics in proper perspective*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Heilman, A. J., Blair, T. R., & Rupley, W. H. (2002). *Principles and practices of teaching reading (10th ed.)*. Columbus, OH: Merrill Publishing Co.
- Henry, M. (2004). *Unlocking literacy*, Baltimore, MD: Brookes Publishing Co.
- Johns, J. (2001). *Basic reading inventory* (8th Ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Johnston, F., Invernizzi, M., & Juel, C. (1998). *Book buddies*. New York: Guilford Press.
- Leslie, L., & Caldwell, J. (2000). *Qualitative reading inventory* (3rd Ed.). Boston, MA: Allyn & Bacon.
- McCardle, P., & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore, MD: Brookes Publishing Co.
- McKenna, M. C. (2002). *Help for struggling readers*. New York: Guilford Press.
- McKenna, M. C., & Stahl, S. (2003). *Assessment for reading instruction*. New York: Guilford Press.
- McCormick, C. E., Throneburg, R. N., & Smitley, J. M. *A sound start*. New York: Guilford Press.
- Moats, L. C. (1995). *On spelling*. Baltimore, MD: York Press.
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- Sweet, A.P. & Snow, C.E., (2003). *Rethinking reading comprehension*. New York: Guilford Press.
- Tierney, R. J., & Readence, J. E. (2005). *Reading strategies and practices: A compendium*. Boston, MA: Pearson, Allyn and Bacon.
- Treiman, R. (1993). Beginning to spell in English. New York, NY: Oxford University Press.
- Tunmer, W. E., & Chapman, J. W. (1996). Whole language or whole nonsense? *New Zealand Journal of Educational Studies*, 31, 77-84.
- Woods, M. L., & Moe, A. J. (1998). *Analytical Reading Inventory* (6th Ed.). Englewood Cliffs, NJ: Prentice Hall.

Students should familiarize themselves with current topics by reading the following journals regularly throughout the semester

Reading Research Quarterly
Journal of Learning Disabilities
Journal of Literacy Research
The Reading Teacher
Reading Research and Instruction
Journal of Research in Reading
Journal of Educational Psychology
Reading and Writing: An Interdisciplinary Journal,
Reading Psychology
Reading Horizons
Reading and Writing Quarterly

Useful Internet Sites

Students are encouraged to use the Internet for the current information. The following websites may be useful:

www.sedl.org/pubs/sedletter/
 www.edentek.net:
 www.ciera.org
 www.greenwoodinstitute.org
 www.tenet.edu/teks/language_arts
www.csbe.ca.gov/blueprint_components.htm
www.interventioncentral.com
 www.nea.org
 www.teachers.net/cgi-bin/lessons/sort.cgi?searchterm=reading
www.interventioncentral.com
www.permabound.com

Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language, literacy, and numeracy development.

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4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply Information and Communication Technology (ICT) in managing student learning,
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.



**QATAR UNIVERSITY
COLLEGE OF EDUCATION**

COURSE NUMBER: EDSE 560
COURSE TITLE (CRH): Methods I: Instructional Strategies-Math
SEMESTER AND YEAR:

INSTRUCTOR:

EMAIL:

OFFICE NUMBER:

PHONE:

OFFICE HOURS:

INSTRUCTOR:

EMAIL:

OFFICE NUMBER:

PHONE:

OFFICE HOURS:.

CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

- 11. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 12. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 13. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 14. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- 15. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 16. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- 17. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 18. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

A study of teaching strategies designed to put into practice the major ideas of mathematics learning and teaching, including the theories of Piaget, Vygotsky and others, as applied to such topics as scaffolding, formal thinking, and problem solving. Strategies are studied for teaching learners of different ages, developmental stages, cognitive styles, and other individual differences. The differences between the Advanced and Foundation Curriculums for the State of Qatar National Curriculum Standards and the changes in strategies that are required are explored. This course has a field-based component.

COURSE OBJECTIVES

1. Recognize the different curriculum standards in secondary school mathematics.
2. Understand teaching and learning theories in mathematics education.
3. Explore different teaching strategies in secondary school mathematics.
4. Understand effective ways to assess level and achievement in mathematics.

Learning Outcomes

At the completion of this course, the candidate will be able to:

1. State the different curriculum standards in secondary school mathematics.
2. Describe teaching and learning theories in mathematics education.
3. Use effective planning and instructional strategies for secondary school mathematics.
4. Use assessment heuristics for discovery in problem-solving.
5. Describe how to use diagnostic testing.
6. Describe how to assess student learning in mathematics.
7. Construct teaching aids for mathematics learning at the secondary level.
8. Use appropriate assessments to determine learners needs.

TEXTBOOKS & READINGS

Brahier, D. (2005). *Teaching secondary and middle school mathematics (2nd Ed.)*. Boston, MA: Pearson.
Mathematics Standards (SEC), URL:www.sec.gov.qa

Specific reading assignments from the text and supplementary materials will be posted on Blackboard and announced in class throughout the course. Some materials will be provided.

COURSE REQUIREMENTS

INSTRUCTION

Methods of presenting and acquiring information will include lecture, group work, projects, presentations, student presentations, and discussions as well as the following:

Collaborative activities and/or projects	Interactive lectures	Performance assessments
Demonstrations	Mini-lessons	Research
Discussions	Out-of-class activities	Student presentations
Independent assignments	Peer teaching	Use of Blackboard™

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Evaluation of your work will be by consensus of both instructors using rubrics (which you will use before evaluations), scoring guides, and other assessment tools, such as checklists and rankings.

Use of Blackboard:

You are expected to participate in using Blackboard during the course. It is an efficient way to submit assignments, keep in touch with your instructors, follow your own progress, and communicate with others in the class. Specific assignments and discussions will be posted as the term progresses.

Course Matrix

Unit Learning Outcome	Qatar National Professional Standards	Course Objectives	Learning Outcomes	Assignment
Content	9	1	1, 2	Unit Plan
Pedagogy	1, 7, 9	2, 3	2, 3	Micro-teach
Problem-solving	7, 8	4	4, 5	Research Paper

Course Outline

Topic	Course Objectives	Learning Outcomes	Topic Examples	Assignment	Period
National Standards	Recognize the different curriculum standards in secondary school mathematics.	State the different curriculum standards in secondary school mathematics.	-Select a specific content area and compare the national standards with that of the US or Canada. -Use the WEB to search for US standards	-Choose a topic and list a standard across grade level 10-12	2-sessions
Learning Theory	Identify major learning theories in Mathematics Education	Describe teaching and learning theories in mathematics education.	- Brunner, Gagne, Ausubel, Van Hiele, and Constructivist model of teaching -Use problems and see how the possibilities of learning theories might be applied	-Select video from our library present to class and see how learning theories can be identified	2-sessions

Understanding teaching concepts	Understand teaching and learning theories in mathematics education.	Describe teaching and learning theories in mathematics education.	-Spreadsheet structure Multiplication table Algebraic expression BODMAS -Create and solve higher ordered algebra problems -Show how teaching concepts are used -Present and solve a algebra and geometric problem	To be assigned	3-sessions
Problem-Solving	Understand effective ways to assess level and achievement in mathematics.	Use assessment heuristics for discovery in problem-solving.	-Problem Selection -Identify the type of Problem -Make a drawing Construct a physical model -Restate the problem in words -List all possibilities for a problem-solution -Solve a similar problem -Work backwards Teach the process - Use of Inquiry and inductive approach to teaching and how they differ from traditional models,	-Select a problem in mathematics, -Solve and show how problem-solving strategies can be used	2- sessions
Planning Instruction	Explore different teaching strategies in secondary school mathematics.	Use effective planning and instructional strategies for secondary school mathematics.	-A unit plan -A lesson plan -A concept map of a lesson	-Evaluate the strengths of a unit plan, to what degree the lessons illustrate a lesson plan component	3-sessions
Teaching Material	Explore different teaching strategies in secondary school mathematics.	Construct teaching aids for mathematics learning at the secondary level.	--Use concrete material pictures, diagrams, tables, graphs, metaphors, and plan a class presentation Use Qatari professional standards to enhance classroom discourse including material -Discuss the context in which each of these materials might be used in the classroom	-List specific ideas that teachers can use to help establish a positive learning movement -Observe a mathematics class where material is used --interview the teacher and a sample of students from the class. -Ask both the teacher and the student what they thought was the greatest strength of the lesson	1- sessions

Assessment	Understand effective ways to assess level and achievement in mathematics.	Use appropriate assessments to determine learner needs.	-Lesson plan and identify the assessment -Videotape a mathematics lesson -Identify the goals, objectives and link to assessment	-Analyze a problem and provide an assessment for problem-solving	2-sessions
Integrated mathematics and science	Explore different teaching strategies in secondary school mathematics.	Use effective planning and instructional strategies for secondary school mathematics.	-Devise a lesson plan with math ability to use the methods of scientific investigation -Use teaching methods to plan a mathematics and science lesson plan	-Present a number of lesson plans with a integrative activities	2-sessions

ASSESSMENTS

COURSE ASSIGNMENTS AND EXAMS	GRADING
Assignments – Solve all assigned problems and activities and share thoughts, write a research paper.	20%
MIDTERM EXAM	20%
Micro-teach: Using the lesson plan format you have been given, develop a short lesson (15-20 minutes) appropriate for the subject area, topic, and grade level of your current field experience. You will need to work with your mentor teacher to be sure your lesson meets with her approval. Refer to the Micro-Teach Scoring Rubric to make sure you address all the criteria for the assignment. You will need to include an assessment that will provide feedback on how well students achieved the lesson objectives. Reflect on the lesson, stating what you felt was most and least successful and what you would change if you taught the lesson again. Turn in the lesson plan plus reflection, signed by your mentor teacher, to your instructor.	15%
Unit Plan – Design 5 lessons, using the lesson plan format you have been given. The set of lessons must focus on a theme and include formative and summative assessment. Make sure you plan for students with special needs and also plan to use technology to enhance instruction.	15%
Final Exam You are to complete an in-class exam based on the readings and class discussions.	30%

GRADING SYSTEM

A = 90% - 100%	I = Incomplete
B+ = 85% - 89.99%	P = Pass
B = 80% - 84.99%	NP = Not Pass
C+ = 75% - 79.99%	
C = 70% - 74.99%	
D+ = 65% - 69.99%	
D = 60% - 64.99%	
F = Below 59.99%	

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COURSE POLICIES

Attendance and participation

- Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
- In-class exams are a mandatory component of this class. Contact one of the class instructors if you are not able to attend because of a certified emergency.

Assignment format and specifications

All assignments

- Should be submitted on the specified due date; if turned in later, they are subject to point deductions.

If written and unless otherwise specified, all assignments

- Must be produced using a computer—word processor, spreadsheet, PowerPoint, etc.
- Should be word-processed: either 1.5 or double-spaced, and no smaller than 10-point standard font, such as Times New Roman.
- Should include the following information in a footer that appears on each page:
 - Assignment title
 - Candidate's name
 - Course title
 - Date
 - Page number (if more than a single page.)
- Should include appropriate citations and references in APA style.
- Should use correct grammar and spelling in English.

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6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.

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QATAR UNIVERSITY

COLLEGE OF EDUCATION

COURSE NUMBER: EDEC 510

COURSE TITLE: Preschoolers and Learning CRH: 3

INSTRUCTOR:

EMAIL:

OFFICE NUMBER:

OFFICE HOURS:

PHONE:

CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)

Teaching

- 19. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 20. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 21. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 22. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- 23. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 24. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- 25. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 26. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

This course introduces students to the historical, philosophical, and sociological foundations of programs for young children. The course further focuses on an understanding of children's physical, cognitive, linguistic, emotional and social growth and development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling on processes of learning.

Prerequisites: Completion of diploma core courses

COURSE OBJECTIVES

1. Acquire a basic understanding of the field of Early Childhood Education and its various career options.
2. Develop an understanding of developmental theory and the importance of its continued application in the planning of programs for children.
3. Develop an understanding of how and what children learn including an overview of observation and assessment techniques.
4. Become aware of the importance of play in children's learning and the way teachers can select and arrange materials and equipment to encourage this learning.
5. Develop skills in curriculum planning, classroom management, effective discipline techniques, and building positive parent-teacher relationships.
6. Understand the appropriate uses of technology in the early childhood environment.
7. Provide learning environments that honor and reflect the culture, language, and values of the students of Qatar in such a way as to maximize student learning.

COURSE LEARNING OUTCOMES

The candidate will:

1. Name and define the various components of the field of early childhood education.
2. Discuss the theories of least four major thinkers who have influenced current early childhood practices.
3. Identify and explain the relationships between the various domains of children's development.
4. Illustrate what creates safe and supportive learning environments.
5. Create a model of a classroom that is appropriate for young children in Qatar.
6. Create at least one technology enriched learning plan that demonstrates understanding of how technology is used in ECE classrooms.
7. Create a framework that demonstrates the influences of various societal factors upon the learning of young children.
8. Critically examine at least one media product that is geared towards young children.
9. Review and critically reflect on various forms of developmentally appropriate assessments

TEXTBOOKS & READINGS

Morrison, G. (2008). *Early childhood education today (11th edition)*. New York: Prentice Hall.

Paley, V. (1997). *The girl with brown crayon*. Cambridge, MA: Harvard University Press.

Early childhood in Qatar: <http://unesdoc.unesco.org/images/0014/001472/147226e.pdf>

COURSE REQUIREMENTS

1. Each candidate is expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All assignments should be submitted on the specified due date. Assignments turned in later are subject to point deductions.
3. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
4. All written assignments should be word processed, double spaced, and in 12 point standard font.
5. All written assignments shall use appropriate citations and references in APA style.
6. All written assignments should use correct grammar and spelling.

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7. In-class mid term and final exams will be given in this class. Each candidate is expected to be present for these exams except in cases of certified emergency.

USE OF BLACKBOARD

- Weekly quizzes will be taken on Blackboard.
- All lectures and power points will also be placed on Blackboard prior to each class. Students are required to download and print notes before coming to class.
- Other than the syllabus, all handouts will only be available on Blackboard.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Technology	Apply information and communication technology in managing student learning.	6	6	TEL(Technology Enriched Lesson Plan)
Inquiry	Assess and report on student learning.	5	9.	Reflection journal entry on assessment techniques Field experience paper.
Ethical values	Build partnerships with families and the community.	4, 7	5, 7	Framework of learning
Content	Construct learning experiences that connect with the world beyond school.	1, 2, 3	All	Micro-teach
Content	Apply knowledge of students and how they learn to support student learning and development	3, 4, 5	All	Micro-teach

COURSE OUTLINE

Date	Topic	Readings and Assignments
Week 1	Introductions and explanation of course outline and assignments. Explanation of use of Blackboard Discuss field experience placements	Reflective journal entry: personal early childhood experiences
Week 2	Introduction to early childhood ages and programs	Reflective journal entry: What is an appropriate learning environment
Week 3	Historical perspectives on early childhood	Reflective journal: history of ECE in Qatar
Week 4	Types of early childhood programs	Reflective journal: Models of ECE in Qatar
Week 5	The use of technology in early childhood programs	Reflective journal: When is it appropriate to use technology in early childhood?
Week 6	Writing developmentally appropriate learning plans	Reflective journal: What makes a good lesson plan?
Week 7	Instructional strategies for young children Midterm exam	Take home midterm
Week 8	Learning environments that support young children	Reflective journal: why is the environment known as the “third teacher”?
Week 9	Socio-emotional development and play	Reflective journal: writing a learning plan for play?
Week 10	Creative development	Reflective journal: what does creativity mean for young children? Turn in lesson plans.
Week 11	Culturally appropriate environments	Micro-teach due
Week 12	Media impact in ECE Gender differences	Learning framework due
Week 13	The relationship between observation and assessment. What does assessment mean in early childhood?	
Week 14	Ways of assessing young children. Standardized tests in ECE	Field experience papers due
Week 15	Wrap up and review	

ASSESSMENTS

1. Exams (40%): There will be one midterm exam that is a take home paper, designed to test your understanding of the material covered in class. The exam will consist of three short essay questions that will require you to analyze and synthesize the information on early childhood development and learning. This will be based on all the readings assigned up to this point. The format of this exam will be discussed in class.
2. Weekly quizzes: Students must take an online quiz, through the Blackboard system, each week, designed to test understanding of the material assigned for that week.
3. Lesson plans (15%): Each student must create three complete lesson plans during this course. One must be a technology based learning plan appropriate for use with young children. The lesson plan must follow guidelines that will be provided. This lesson must show clear understanding of the technology being employed. One of these lessons must be taught to the children at the student's field placement.
4. Framework of learning assignment (15%): This course explores the multiple factors that affect young children's learning, such as the environment, structuring lessons appropriately, the cultural context and society. Each student must create a pictorial representation, graded according to criteria specified in the rubric, that shows their understanding of how all these factors are related.
5. Reflective journals (10%): Students are required to keep an online reflective journal during this course. Each week for 10 weeks students must post an entry on the specified topic. All journal entries are to be posted only on Blackboard.
6. Micro-teach (20%): Using the lesson plan available on Blackboard, design and teach a lesson of at least 15 minutes. It will be scored by your mentor teacher, using the Micro-teach rubric, which is also available on Blackboard.

GRADING SYSTEM

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
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LEARNING SUPPORT

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Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Assess and report on student learning.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.



QATAR UNIVERSITY
COLLEGE OF EDUCATION

SPED 520: Assessment of Students with learning Difficulties (3CHS)

SEMESTER AND YEAR:

Instructor:
Office Number:
Phone :

Email:
Office Hours:
Class Meeting:

College of Education Conceptual Framework

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

College of Education Unit Learning Outcomes (Checked if addressed in this course)

Teaching

- 1. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 2. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 3. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 4. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- 5. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 6. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- 7. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 8. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

Course Description:

This course aims at providing candidates with essential legal provisions and procedures for assessment of individuals with learning difficulties. It covers topics such as assessment skills for special educators in general performance areas (school performance, learning aptitude, specific learning abilities and strategies, and classroom behavior), assessment of academic areas (reading, mathematics, written language, and oral language). The course includes consideration of parent and family involvement, early childhood assessment and assessment transition education and planning; as well as ethical standards in definition and identification procedures for students with learning difficulties.

Prerequisites: No prerequisites for this course.

Course Objectives

1. Describe policies, legal provisions, and procedures for assessment of individuals with learning difficulties for screening, referral, identification, and placement in special education.
2. Demonstrate assessment skills for special educators in assessing individuals with learning difficulties.
3. Describe the assessment of general performance areas (school performance, learning aptitude, specific learning abilities and strategies, and classroom behavior).
4. Identify assessment of academic areas (reading, mathematics, written language, and oral language).
5. Discuss special considerations related to parent and family involvement, early childhood assessment and assessment transition education and planning.
6. Identify ethical standards in definition and identification procedures for students with learning difficulties.

Learning Outcomes

1. Apply the policies legal provisions and procedures for assessment of individuals with learning difficulties.
2. Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. Implement appropriate assessment Skills for special educators to assess individuals with learning difficulties in different performance area
4. Use appropriate tools with individuals with learning difficulties.
5. Use assessment information in making instructional decisions and planning individual programs.
6. Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of individuals with learning difficulties
7. Demonstrate some special considerations (parent and family Involvement, early childhood assessment and transition education and planning).
8. Apply ethical standards in definition and identification procedures for students with learning difficulties.
9. Investigate issues of ethical concern that have implications for education.

Course Requirements

Grading: In addition to the required text, candidates will be required to read assigned sections from the other sources, i.e. handouts, and internet print outs. Participation is expected in all sessions and discussions.

Attendance: Each candidate is expected to attend class regularly, read all assigned materials and to contribute to class discussions. In case of missing a class, it is the candidate responsibility to find out what was missed and follow dead lines for handing any assignments. It is highly advised that candidates notify lecturer in advance of a possible absence. However, regulations of Qatar will be applied concerning absence for several occasions.

Candidate will complete an assignment at the end of each unit. Here is a list of all main themes of each assignment

Textbooks and Readings

Mcloughlin, J. & Lewis, B. (2006) *Assessing students with special needs, 6th Ed.* Upper Saddle River, NJ.: Pearson Merrill Prentice.

Person First Language

All educators must practice the person-first language which places a focus on the person rather than his/her disability. In your oral and written communication, students in this program are expected to be role model and practice it.

COURSE USE OF BLACKBOARD

This course uses e-learning, and the candidate should also use Blackboard to read all announcements and documents posted by the instructor

Course Matrix

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Content	1	1	1, 2	Assessment plan
Diversity	5	2	3, 4	Note book Assessment
Scholarly Inquiry	2	3, 4	5, 6	Reports about different tools assessment use in centers & schools
Problem Solving	11	5	7	Build assessment tool for some academic area
Ethical Value	12	6	8, 9	Case Study with Reflection

Course Outline

Units	Course Content	Teaching Methods	Calendar
Introduction to special education Assessment	Course overview and syllabus Special Education Assessment The Assessment Process	Presentations Group discussion	Week 1
Assessment Skills for Special Educators	Section of assessment Tools Standardized test	Group Discussion Guest Speakers Presentations	week 2-3
	Informal assessment Curriculum Assessment Techniques		
Assessment of general performance	School Performance Learning Aptitude	Presentations Group discussion Field Visit Guest Speakers	week 4-5
	Specific Learning Abilities and strategies . Classroom Behavior		Week 6-7
Med term exam			
Assessment of Academic Areas	Reading Mathematics	Guest Speakers Presentations Group discussion Case Study	Week 8-9
Assessment of Academic Areas	Written language Oral Language		week 10-12
Special Considerations	Parent and Family Involvement Early childhood Assessment		week 13
	Assessment Transition education and planning		week14
Final Exam			

Teaching and Assessment Methods

Brainstorming	Cooperative learning
Videotapes	Presentation
Group discussion	Field visits
Web access	Guest speaker

Requirements and Assessment

In order to achieve the goals of this course, candidates are expected to do the following:

1. Attendance lectures in time (Qatar University Roles)
2. Participate and interaction with instructor and colleagues
3. Finish assignment in time

Assignments

	<i>N</i>	<i>Assignments</i>	<i>Points</i>	
Grading	1	Assessment plan	15	System:
	2	Case Study with Reflection	10	
	3	Note book Assessment	15	
	4	Build assessment tool for some academic area	15	
	5	Midterm exam	15	
	6	Final exam	30	
		Total	100	

GRADING

The final course grade will be based on the completion of all assignments and the quality of the assignments submitted for evaluation and performance.

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
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SYSTEM

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Plagiarism: Plagiarism is the act of taking the words or ideas of another and representing them as one's own. A further description of plagiarism can be found in the Student Handbook.

Cheating: Examples of cheating include, but are not limited to, receiving unauthorized assistance, before, during, or after an examination or assignment, falsification or misrepresentation of information in an academic exercise or assignment, unauthorized use of someone else's password or account number, and submitting work more than once without the consent of the department.

Additional References

English

- Alper, S., Ryndak, D.L. & Schloss, C.N. (2001). Alternate assessment of students with disabilities in inclusive settings. Needham Heights, MA, USA: Allyn & Bacon.
- Exstrom, R.B. & Smith, D.K. (2002). Assessing individuals with disabilities in Educational, employment, and community settings. Washington, DC, USA: American Psychological Association.
- Howell, K.W. & Nolet, V. (2000). Curriculum-based evaluation: Teaching and decision making, 3rd Ed. Belmont, CA, USA: Wadsworth/Thomson Learning.
- McLean, M., Wolery, M. & Bailey, D.B. (2004). Assessing infants and preschoolers with special needs. Upper Saddle River, NJ, USA: Pearson/Merrill Prentice Hall.
- McLoughlin, J.A. & Lewis, R.B. (2005). Assessing students with special needs, 6th Ed. Upper Saddle River, NJ, USA: Pearson Education, Inc.
- Meltzer, L.J. (Ed.) 1993. Strategy assessment and instruction for students with learning disabilities: From theory to practice. Austin, TX USA: Pro-ed.
- Ysseldyke, S (2007) assessment in special and inclusive education, 10 edition, USA, Houghton Mifflin
- Venn, John (1994). Assessment of students with special needs. New York: Merrill/Macmillan Publishing Co.

Arabic:

- أحمد الخطيب ، حسين الطراونه (2002): القياس والتشخيص في التربية الخاصة ، الاردن ، دار صفاء للنشر والتوزيع.
- تيسير مفلح كوافحه(2003):القياس والتقييم وأساليب القياس والتشخيص في التربية الخاصة، الأردن ،دار المسيرة للنشر والتوزيع والطباعة.
- ديقيدل .وودريش(2005): القياس النفس للأطفال دليل الأخصائي النفسي ،ترجمة كريمات بدير ، القاهرة،عالم الكتب .
- زكريا الشربيني (2004): طفل خاص بين الإعاقات والمتلازمات تعريف وتشخيص، القاهرة ،دار الفكر العربي .
- روبرت ثورنديك ، اليزابيث هيجن (1989):القياس والتقييم في علم النفس والتربية ،ترجمة عبد الله الكيلاني، عبد الرحمن عدس ،الأردن ،مركز الكتب الأردني .
- فاروق الروسان (1999): أساليب القياس والتشخيص في التربية الخاصة، الاردن، دار الفكر للطباعة والنشر والتوزيع.
- موسى النبهان (2004):أساسيات القياس في العلوم السلوكية، الأردن، دار الشروق للنشر والتوزيع.
- عبد الرحمن سيد سليمان (1998): سيكولوجية ذوي الاحتياجات الخاصة "أساليب التعرف والتشخيص"2، القاهرة، مكتبة زهراء الشرق .
- يوسف القريوتي ،عبد العزيز السرطاوي (1995): المدخل إلى التربية الخاصة ،الإمارات العربية المتحدة ،دار القلم.

Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

13. Structure innovative and flexible learning experiences for individuals and groups of students.
14. Use teaching strategies and resources to engage students in effective learning.
15. Foster language literacy and numeracy development.
16. Create safe, supportive, and challenging learning environments.
17. Construct learning experiences that connect with the world beyond school.
18. Apply information and communication technology in managing student learning.
19. Assess and report on student learning.

20. Apply knowledge of students and how they learn to support student learning and development.
21. Apply teaching/subject area knowledge to support student learning.
22. Work as a member of professional teams.
23. Build partnerships with families and the community.
24. Reflect on, evaluate, and improve professional practice.

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QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NUMBER: EDEL 607
COURSE TITLE (CRH): School Finance and Resource Management (3)
SEMESTER AND YEAR:

INSTRUCTOR:
OFFICE NUMBER:
PHONE:

EMAIL:
OFFICE HOURS:
CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

Teaching

- √ **9. Content:** Apply key theories and concepts of the subject matter.
- 10. Pedagogy:** Plan effective instruction to maximize student learning.
- 11. Technology:** Use current and emerging technologies in instructionally powerful ways.
- 12. Diversity:** Foster successful learning experiences for all students by addressing individual differences

Scholarship

- √ **13. Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.
- 14. Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.

Leadership

- √ **15. Ethical Values:** Apply professional ethics in all educational contexts.
- 16. Initiative:** Lead positive change in education

COURSE DESCRIPTION

This course provides candidates with basic concepts in school finance. Additionally, it prepares candidates to recognize investment in education as an important human resource; to identify, analyze, and manage major sources of fiscal and non-fiscal resources for schools. This course helps in developing human resources and practices in school systems and in identifying responsibilities for attracting, selecting, developing, evaluating and retaining competent faculty and staff.

Prerequisites: EDEL 601

COURSE OBJECTIVES

This course will enable the candidate to:

1. Understand the knowledge and skills needed by a school leader to effectively manage school resources to realize the mission and vision of the school.
2. Understand how to prepare budgets for educational institutions.
3. Understand proper procedures for human resource management.
4. Understand appropriate accounting procedures for school financial management.
5. Reflect on ethical issues related to school finance.

COURSE LEARNING OUTCOMES

By the end of the course, the candidate will:

1. Discuss the relationship of vision and mission to financial and resource management.
2. Describe how to creatively seek new resources to facilitate learning.
3. Discuss ways for schools and communities to mutually support each other in providing resources.
4. Evaluate strategic plans to assess effectiveness of financial and resource management.
5. Evaluate the ethical aspects of managing fiscal, human, and material resources.

TEXTBOOKS AND READINGS

Piper, M. (2010). *Accounting made easy: Accounting explained in 100 pages*. Chicago, IL: Simple Subjects.

Reading (posted online)

COURSE REQUIREMENTS

- Each candidate is expected to attend class and participate in a positive way in discussions, presentations, and teamwork.
- Each candidate is required to maintain an electronic portfolio.
- All written assignments should be submitted on the specified due date, word-processed, double-spaced, named, and dated.

Use of Blackboard

This course is a blended-model course, which means that in addition to the course Blackboard site being used for announcements, course resources, and assignments; several classes will be presented completely online. It is essential that candidates access the Blackboard site at least once per week.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Content	6. Develop and manage resources.	1, 2, 3, 4	1, 2, 3, 4	Online Quizzes Case Study Midterm and Final
Problem Solving Ethical Values	1. Develop, communicate, and report on strategic vision and aims of the school and community. 7. Reflect on, evaluate, and improve leadership and management.	1, 5	5	Case Study

COURSE OUTLINE

Session	Date	Topic/Assignment
1.	Sept. 16 ONLINE	Course Introduction Leadership vs. Management Vision and Goals in Financial and Resource Management
2.	Sept. 23 ONLINE	Human Resource Management
3.	Sept. 30 ONLINE	Physical Resource Management
4.	Oct. 14	Update on Course Portfolios Basics of School Finance
5.	Oct. 21	Budgets
6.	Oct. 28	Principles of Accounting, part 1
7.	Nov. 4	Midterm
8.	Nov. 11	Principles of Accounting, part 2
9.	Nov. 18	School Financial Management in Qatar (part 1)
10.	Nov. 25	School Financial Management in Qatar (part 1)
11.	Dec. 2	<i>Case studies due</i>
12.	Dec. 9	Presentations
13.	Dec. 16	Presentations
14.	Dec. 23	Technology Solutions for School Management
15.	Dec. 30	Review for Final
16.	TBA	Final Exams

ASSESSMENTS

- Case Studies (30%). Candidates will work in pairs to complete this project. Each pair will be given a case study financial report that will give the purpose, context, some data, a summary of the findings, and the action plan based on these findings. The pair will be expected to thoroughly analyze the report, applying principles learned

in this course, and prepare a paper of 5-8 pages. Each group will also give a presentation to the class of no more than 15 minute. The reports of all groups will be posted online. Candidates will assigned a case study by their peers to evaluate and discuss during the presentation.

- Online quizzes (20%).
- Midterm (20%). A written midterm examination, consisting of a combination of objective, short answer, and essay questions, will be administered at midterm in class. Candidates will need to apply knowledge and skills from all reading assignments, class discussions, and written assignments studies to this point.
- Final Exam (30%). An end of course exam will be administered in class. It will cumulative, which means it will assess all course objectives, and may include objective questions, short answer questions, and/or essays. Candidates will need to apply knowledge and skills from all reading assignments, class discussions, and written assignments studies.

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APPENDIXES

Professional Organization and Internet Sites

- School Resource Management Tool
<http://www.schoolsresource.audit-commission.gov.uk/system/default.htm>
- Journey to Excellence: Managing Schools
http://www.journeytoexcellence.org/practice/leadership/importance/managing_functions.phtml

Professional Standards for School Leaders

1. Lead and manage learning and teaching in the school community.
2. Develop, communicate, and report on strategic vision and aims of the school and community.
3. Lead and manage change.
4. Lead and develop people and teams.
5. Develop and manage school-community relations.
6. Develop and manage resources.
7. Reflect on, evaluate, and improve leadership and management.

CASE STUDY ASSIGNMENT

Instructions

Part I. Candidates will individually to complete this project. Each candidate will be given a case study financial report that will give the purpose, context, some data, a summary of the findings, and the action plan based on these findings. The candidate will be expected to thoroughly analyze the report, applying principles learned in this course and prepare a paper of 5-8 pages. The paper will include the analysis, the SWOT review, and a revised budget. Note that the revised budget must find the funds for the new requirements as listed in the description of the context. Submit the paper online in TaskStream.

In addition, a short presentation of no more than 10 minutes will be given to your peers in class. Be prepared to answer questions about your presentation. Submit your presentation online with the written report.

The questions/statements that follow may help you in analyzing the financial report and completing the assignment.

Process

1. What process is in place for financial management and reporting in this case study? Is the process appropriate for the purpose of the report and context?
2. To what extent does it follow accepted practice? Note any discrepancies.
3. Discuss any ethical concerns.

Data

4. Discuss any inaccuracies evident in the data entries.
5. Describe any evidence of deliberate inaccuracies.

Analysis

6. Describe any inaccuracies evident in the data entries.
7. Describe any evidence of deliberate inaccuracies.
8. Were the funds managed to reflect financial leadership and effective management? Discuss.

Reporting

9. Does the report provide all information needed to fully understand the financial activities of the school?
10. How effectively does the report communicate financial information?

Rubric: Case Study Papers

Criteria	1 – Unsatisfactory	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations
Analysis of process	Discussion is brief and has many inaccuracies about the correct process for financial management; no specific examples are given to illustrate correct process	Demonstrates some understanding of acceptable process for financial management with several errors, some serious; omits several important factors	Demonstrates understanding of acceptable process for financial management with few error, none serious; ties principles learned in class to specific examples with few errors; discusses several important factors	Demonstrates through and accurate understanding of acceptable process for financial management; correctly ties principles learned in class to specific examples; omits no important factors
Analysis of accounting	Discussion of accounting process is either incorrect or shallow; overlooks most or all errors in accounting	Briefly discusses the accounting process, Identifies some errors in accounting	Briefly discusses the accounting process, identifying accepted practice; Identifies most errors in accounting and gives a reasonable rationale for deciding whether such errors are accidental or deliberate	Thoroughly discusses the accounting process, accurately identifying accepted practice; Identifies all errors in accounting and gives strong rationale for deciding whether such errors are accidental or deliberate
Analysis of financial leadership	Discussion of financial leadership is shallow or inaccurate; no examples given	Briefly discusses financial leadership; examples may not be accurate	Discusses some attributes of financial leadership and gives a few specific examples	Thoroughly discusses the attributes of financial leadership and gives several specific and meaningful examples
Reflection of ethical issues	Ethical issues are inappropriately identified or discussed without insight or reflection	Most urgent ethical issues are identified, although discussion may be brief	Several ethical issues are identified and discussed, noting the rights of diverse stakeholders	All important ethical issues are identified and discussed thoroughly, respecting the rights of all stakeholders
Professionalism of paper	Lack of organization; many serious errors in spelling and grammar	Some errors in organization; several errors in spelling and grammar, some serious	Paper is organized, few errors in spelling or grammar, most of which do not detract from the meaning	Paper is interesting, logically organized, with few errors in spelling or grammar, none of which detract from the meaning

Rubric: Case Study Presentation

Criteria	1 – Unsatisfactory	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations
Information	The information needed for proper understanding is omitted or presented in a way to make it difficult to understand.	Some serious omissions of information.	Most important information is provided in a logical manner.	All important information is provided in a clear, thorough, and logical manner.
Communication / Media	Use of media detracts from, rather than contributes to, communication of ideas.	Some parts of the presentation are either unattractive or ineffectively sequenced or have grammatical errors that detract from communication.	Uses media appropriately to communicate ideas; most slides are attractive, grammatically correct, and effectively sequenced.	Uses media effectively to communicate ideas; all slides are attractive, grammatically correct, and effectively sequenced and presented.
Communication / Speaking	Voice and mannerisms significantly detract from communication of ideas.	Voice and mannerisms detract somewhat from communication of ideas.	Voice and mannerisms are appropriate and do not detract in any way from communication of ideas.	Voice and mannerisms demonstrate competence, confidence, and professionalism; communication is at a highly professional level.
Response to Questions	Many questions unanswered, or lack of confidence and accuracy in answering questions; lack of professionalism when answers are not known.	Several questions are either not answered or answered incorrectly, or some responses to unanswered questions somewhat unprofessional.	Most questions are answered accurately and confidently; appropriate and professional responses are given when the answers are not known.	All questions are answered accurately and confidently.



QATAR UNIVERSITY
COLLEGE OF EDUCATION
COURSE NAME AND NUMBER: SPED 607: Characteristics of Mild/Moderate Disabilities (3)
SEMESTER AND YEAR: Spring 2014

INSTRUCTOR: **EMAIL:**
OFFICE NUMBER: **OFFICE HOURS:**
PHONE: **CLASS MEETING TIME/LOCATION:**
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)

Teaching

- 17. Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
- 18. Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
- 19. Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
- 20. Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

- 21. Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
- 22. Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

- 23. Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
- 24. Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

COURSE DESCRIPTION

This course focuses on the characteristics of learners with high-incidence disabilities including learning disabilities, emotional behavioral disorders, and mild and moderate intellectual disabilities. The purpose of this course is to study the nature of these learners including the traditional categorical perspective and then move to the perspective of alternative, non-categorical frameworks. Topics include definition/

eligibility, assessment, causal factors, characteristics of various disorders, and current issues facing the field.

COURSE OBJECTIVES

The fundamental objective of this course is for students to acquire knowledge of the characteristics commonly presented by children and adolescents with mild and moderate disabilities. Attainment of the following specific objectives will be assessed through an array of student activities that includes, but not limited to class participation and examinations:

1. Interpret the unique characteristics of learners with high incident disabilities by describing similarities and differences among learners with such disabilities
2. Implement curriculum and instruction for students with mild & moderate disabilities
3. Identify effective strategies for developing positive working relationships with general educators

LEARNING OUTCOMES

1. Describe the historical, philosophical, and societal perspectives relevant to the education of learners with mild disabilities.
2. Explain the concepts of FAPE, LRE, mainstreaming, social integration, and inclusion as they apply to student with high incidence disabilities.
3. Describe the rights, responsibilities, and roles of parents, educators, students, and communities in meeting the needs of learners with high incidence disabilities.
4. Explain the transition requirement for learners with mild & moderate disabilities.
5. Explain the role and function of the special educator in various service delivery models and identify effective strategies for developing positive working relationships with general educators.
6. Describe major approaches to curriculum and instructional approaches for students with mild & moderate disabilities.
7. Examine the roles of general and special education teachers as well other educators in collaborating with parents of children with mild and moderate disabilities.

TEXT

Raymond, E. (2004). *Learners with mild disabilities: A characteristics approach*. Needham Heights, Massachusetts: Allyn & Bacon.

COURSE REQUIREMENTS

- A. Exams
 1. Midterm Exam (100 Points)
 2. Final Exam (100 Points)
- B. Assignments/Projects
 1. Observations (20 points total)

Conduct one observation in a separate inclusive classroom. Select an appropriate grade level that is different from your field internship. Your observation should involve a direct observational method. You must describe a target behavior and record observation using a data collection sheet.
 2. Article Summaries (60 points total)

Select one journal article in each each (**a total of 3 articles**) of the following three categories 1) learning disabilities; 2) behavior disorders, and 3) intellectual disabilities (published during the last five years) using the EBSCO, and summarize and critique each article.

3. IEP (20 points)

Students will conduct a mock IEP meeting and write an IEP using a hypothetical student with mild or moderate disability who has a diverse cultural background. The IEP must include the necessary components to address the needs of the student

4. Paper (100)

Each student will choose a high incident disability as a topic. A six to seven page (excluding the title and the reference pages), type-written, double-spaced (12 point font size & Times New Roman), review of literature related to the disorder. At least ten sources (published after 1997) must be referenced. (See last page for the paper rubric)

6. Presentation

All students are required to present their paper to class on a specified date. Each presentation should not last more than 10 minutes. Students should include the use of technology in their presentation (e.g., PowerPoint presentation, website) and a handout (a reference list and a summary of their presentation) for their peers.

Content	5
Use of technology	5
Oral communication	5
Handout for peers	5
<hr/>	
Total	20

EVALUATION

Exams (100 pts. Each x 2)	200
Paper (100 pts.)	100
Presentation (20 pts.)	20
IEP (20 pts.)	20
Observation	40
Journal summaries (20 pts. Each x 3)	60
Total	440

GRADING SYSTEM

A: 90-100 %. B: 80-89 %. C: 70-79 %. D: 65-69 %. F: below 65. %

Person First Language

All educators must practice the person-first language that places a focus on the person rather than his/her disability. In your oral and written communication, students in this program are expected to be role model and practice it.

Use of Blackboard: Students must visit the course site on Blackboard to view periodical announcements, posted course materials, grade book, and discussion board activities.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Content	1	1	1, 2, 3	Written assignment
Diversity	9	1, 2	1, 4, 6	Article review
Pedagogy	6	2, 3	5, 6, 7	IEP
Problem Solving	5	2	6	Paper

COURSE OUTLINE

Session	Topic	Chapters
1.	Introduction & Course Overview Perspectives on Disability	Chapter 1
2.	Historical Perspectives and Contexts	Chapter 2
3.	Issues in Assessment and Identification	Chapter 3
4.	Issues in Curriculum and Instruction	Chapter 4
5.	Issues in Placement	Chapter 5
6.	Learners with Intellectual Disabilities	Chapter 6
7.	Learners with Learning Disabilities	Chapter 7
8.	Midterm Exam	
9.	Learners with Emotional or Behavioral Disorders	Chapter 8
10.	Learners with Other Disorders and Conditions	Chapter 9
11.	Cognitive and Perceptual Characteristics Language Characteristics	Chapter 10 Chapter 11
12.	Academic Learning Characteristics	Chapter 12
13.	Social Emotional Characteristics	Chapter 13
14.	Presentation	
15.	Final Exam	

REFERENCES

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- Cook, B. G. (2004). Inclusive teachers' attitudes toward their students with disabilities: A replication and extension. *Elementary School Journal, 104*, 307-321.
- De La Paz, S., & MacArthur, C. (2003). Knowing the how and why of history: Expectations for secondary students with and without learning disabilities, *Learning Disability Quarterly, 26*, 142-155.
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- Hagan-Burke, S., & Jefferson, G. L. (2002). Using data to promote academic benefit for included students with mild disabilities. *Preventing School Failure, 46*, 112-119.
- Johns, B. (2000). Reaching them through teaching them: Curriculum and instruction for students with E/BD. *Beyond Behavior, 10*, 3 - 6.
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- Zhang, D. (2001). Self-determination and inclusion: Are students with mild mental retardation more self-determined in regular classrooms? *Education and Training in Mental Retardation and Developmental Disabilities, 36*, 357-62.

SPECIAL NEEDS

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all," and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section

Student Activities building

Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM

STUDENT COMPLAINTS POLICY

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on *page 37 in the Qatar University Student Handbook*.

LEARNING SUPPORT

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at <http://www.qu.edu.qa/students/services/slsc/>

Rubric: SPED 607 Research Paper

Performance Element	4 Exceed Expectations	3 Satisfactory	2 Needs Work	1 Unacceptable
Content	Demonstrates clear, thorough, and accurate knowledge of the content and focus the paper	Shows adequate knowledge of the content, although some minor points are missing or there are minor factual errors	Several key points are missing; there are significant factual or conceptual errors	Limited demonstration of the content and focus of the paper or many significant factual or conceptual errors
Development of Ideas	Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details	Minimal idea development, limited and/or unrelated details
References	Use of references indicate substantial research	Use of references indicate ample research	Some references	Few references
Organization	Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization
Grammar and Formatting	Control of surface features	Few errors in grammar or format relative to length and complexity	Some errors in grammar and/or format that do not interfere with communication	Errors in grammar and format (e.g, spelling, punctuation, capitalization, headings)

Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.