

**WEBSTER UNIVERSITY**  
**SPRING 05 COURSE SYLLABUS**

Cognitive Development: Implications for the School Aged Child with Special Needs  
Course Title

SPED 5660:01

Dr. Mary Bevel  
Instructor

Course Number and Section

Tuesday Evenings from 5:30 p.m. to 8:30 p.m.

Office: Webster Hall, Room 247

Office Hours: Tuesday and Thursday Afternoons (3p.m. – 4:30p.m.)

Other times by appointment, (best before or after class)

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- 1. COURSE DESCRIPTION:** This course focuses on the implications of current research in the area of cognitive development and learning theory as it affects the education of children with special learning characteristics. Students will examine current research on brain theory, learning theory, meta cognition, memory and related aspects of learning exploring applications to individualized education.

This course is designed on the grounding belief that the teaching and learning may occur in many different ways. Research supports the notion of two methods of instruction: (1) supplantive approach and (2) generative approach. The supplantive approach includes "direct instruction" (Adams & Englemann, 1996), while the generative includes "constructivist based instruction". Both methods will be employed and modeled in this course.

This courses addresses the following Goals of the School of Education

Goal 1: Knowledge of content

Goal 2: Participation in a community of learners

Goal 3: Modeling Effective teaching Practices

Goal 4: Being innovative and experimenting with curriculum

Goal 5: Embracing Diversity

Goal 6: Reflection on practice as a means to change

- 2. COURSE OBJECTIVES:** Upon successful completion of this course the student will:
  - 2.1** increase knowledge of formal and informal reading assessment instruments, including test administration and interpretation of data especially as reading relates to individuals with reading disabilities,
  - 2.2** be able to analyze assessment data in developing effective instructional strategies for remediation /correction of specific reading difficulties,
  - 2.3** be able to develop specific strategies to increase readingcompetencies in continual prescriptive teaching and develop assessment procedures of the interventions,
  - 2.4** have increased awareness of current research findings, and
  - 2.5** have increased awareness of the need to develop teaching strategies sensitive to the needs of all students in our multicultural gobal society.

The Missouri Show –Me Standards are addressed within the context of this course.. Identification of specific standards is included within the course assignments. Integration of the Missouri Assessment program (MAP) standards and grade levels will be addressed when appropriate.

### **Learner Outcomes:**

The student will

- Correlate neuro-scientific approaches to brain study with learning theory  
(*research paper and book*)
- Determine implications for special education of learning theories  
(*curriculum / lesson plans project*)
- Compare constructs and assessments of intelligence  
(*readings/ activities/reflection activities/ book reviews*)
- Integrate language and cognitive development constructs  
(*class activities/ research paper*)
- Critique models of curriculum based assessment on cognitive processes  
(*curriculum/ lesson plans project*)
- Develop strategies based on learning theory research  
(*curriculum/ lesson plans project*)

### **2. Course Expectations:**

Attendance is required. This is an eight-week course. One missed class will result in a lowered grade for the course. Two missed classes will result in NC. Incompletes are not an option.

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade.

Students are welcome to submit assignments early for feedback. No late assignments will be accepted. No assignments will be accepted (initial or resubmission) after the last day of class.

Plagiarism is forbidden at Webster University. In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. All papers and projects must be submitted as a hard copy and as an electronic copy. The electronic copy will be sent to the 'turn it in' database to determine if any part of the paper has been copied and not properly cited/ or if the paper has been submitted in another course. No grade will be issued without both copies. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student may fail the course or be referred to the department chair and dean for disciplinary action.

**Cell phones must be turned off during class.**

Emphasis will be on reading and processing, with reflections and class discussions. Some assignments will be completed in class; others will require out of class completion. This course is fluid in nature; the syllabus is a guide, not an agenda.

Most assignments will be returned either in class the same evening or the next week.

Final papers and projects may be picked up from my office after Spring break 2005. Please pick them up promptly as **I will keep them for only one semester until September 2005. Then they will be discarded.** If you want them to be mailed to you, please provide a SASE.

**Grading criteria:**

**A =90% or better superior work/ B= 80% to 89%) good work/ C= 70% to 79%) average work**

**Course assignments and breakdown of grade percentage:**

Attendance/participation	160 points/ 16 %
Class Activities	160 points/ 16 %
Lesson Plans	200 points/ 20%
Curriculum Review	80 points/ 8%
Research Paper	200 points/ 20%
Book Review	200 points/ 20%

**Total 1000 points**

**Calendar for assignments due dates will be provided during the first class.**

**Required Text(s):**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
**Other articles/ books will be assigned. A reading list will be provided.**

**4. CLASS SCHEDULE**

**Week 1:** Overview of course and calendar; Pre-natal neurodevelopment

**Assignments: Read prior to the next class:**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
Chapter(s) 1 and 2

**Week 2:**

Normal brain development after birth

Normal brain functions and abnormal brain functions

**Assignments: Read prior to the next class:**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
Chapter(s) 3: Attention Disorders

Handout: "Chapter 2: Attention, Movement, and Learning"

**Week 3:**

Learning theorists (Pavlov, Piaget, Skinner and Vygotsky)

Teaching, learning, meta cognition, constructivist, behaviorist

**Assignments: Read prior to the next class.**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
Chapter 4 and 5 and 6

Handout: Teaching Struggling Readers: How to Use Brain based Research to Maximize Learning

**Week 4:**

Brain based teaching and learning; MI and Learning styles

**Assignments: Read prior to the next class.**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
Chapter(s): 7 and 8

**Week 5:**

Assessment and differentiation; curriculum and planning lessons for all children

**Assignments: read prior to the next class**

Sousa, D.A. (2003). How the special needs brain learns. Corwin Press: Thousand Oaks, CA  
Chapter(s) 9 and 10 and 11

**Week 6**

Emotions and learning; environmental influences

Presentations (1/3 of the class)

**Assignments: Read prior to next class**

Handouts

**Week 7:**

Discussion of curriculum and lessons and handouts

Presentations (2/3 of class)

**Week 8:**

Book Discussions

This syllabus may change at the discretion of the instructor per needs of class.