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.
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


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

Other references as needed:

.. The instructor reserves the right to modify the syllabus in response to the best interests of the students.
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=zfHLr0i3TU
- Primary Reflexes
  http://www.youtube.com/watch?v=gyVLD0hl0XY
- Newborns First Reflexes
  http://www.youtube.com/watch?v=bgTVrXxBfg8

Week Four:
- First Days, Baby Basics: Episode 8
  http://www.youtube.com/watch?v=8ABf7o658s
- Piaget
  - An overview
    http://www.youtube.com/watch?v=LEam6o6TQ
  - Examples of Piaget’s 4 stages
    http://www.youtube.com/watch?v=1hEItWb72M&feature=related
- Kohlberg:
  - Stages of Moral Development
    http://www.youtube.com/watch?v=O7pQIf0rkj0&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

<table>
<thead>
<tr>
<th>Unit Learning Outcomes</th>
<th>QNPS</th>
<th>Course Objectives</th>
<th>Course Learning Outcomes</th>
<th>Assessment (Tasks/Artifacts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>1, 2</td>
<td>1, 2</td>
<td>2, 3, 6</td>
<td>Child Observation</td>
</tr>
<tr>
<td>Scholarship</td>
<td>10, 11</td>
<td>3, 4</td>
<td>5, 6, 7</td>
<td>Research Project and...</td>
</tr>
</tbody>
</table>

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

Content, Scholarship

| 4, 8, 11 | 1, 2, 3 | 3, 4 |

Presentation

Content, Pedagogy

| 11 | 1-4 | 1-7 |

Toy Game Evaluation

Topic quizzes / Final

---

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

### COURSE TOPICS

1. Theories of Child Development
2. Prenatal Development

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
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<tr>
<td>B+</td>
<td>89.99 - 85</td>
</tr>
<tr>
<td>B</td>
<td>84.99 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 - 75</td>
</tr>
<tr>
<td>C</td>
<td>74.99 - 70</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 - 65</td>
</tr>
<tr>
<td>D</td>
<td>64.99 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59.99 - 0</td>
</tr>
</tbody>
</table>

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.
8. Apply knowledge of students and how they learn to support student learning and development.

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

.. The instructor reserves the right to modify the syllabus in response to the best interests of the students.
## Rubric: Research Paper

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

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

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

Observation Sheet

Name of Observer: ____________________________________________
Date of observation: ________________________________________

.. The instructor reserves the right to modify the syllabus in response to the best interests of the students.
| Time:       | From ______ to ________ |
| Location:  | _______________________________________________ |
| Notes:     |  |

| Time:       | From ______ to ________ |
| Location:  | _______________________________________________ |
| Notes:     |  |

| Time:       | From ______ to ________ |
| Location:  | _______________________________________________ |
| Notes:     |  |

| Time:       | From ______ to ________ |
| Location:  | _______________________________________________ |
| Notes:     |  |

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

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


**Supportive Texts:**
Copied articles and materials will be distributed and used in the course.

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


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

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Promote knowledge, understanding and use of the major definitions, concepts, and research related to literacy | - 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).                                                                                                                                                                                                                                                                               | Written Tests    |
|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reflective Paper |
|                                                                                 | 2. Construct literate learning environments that support students’ language and literacy development and content area achievement.  
- 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                                                                                                                                                                                                                                                                                                                      | Field Observation|
|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Micro-teaching   |
|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lesson plan      |

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

- 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.

4. Use information related to current advances in technology in the literacy field, to reflect upon and improve instructional practices.

- 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.

5. Select and use a wide range of instructional practices, to develop reading and writing materials to support literacy for students.

- 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.

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
</tbody>
</table>
| 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
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

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: 4483925; 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.

<table>
<thead>
<tr>
<th>Qatar Standards</th>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write out the Qatar Standard and provide number and letter where appropriate.</td>
<td>State what you expect students to know and be able to do after completing the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (Used in planning)</th>
<th>Materials (Used in teaching &amp; learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include book title(s), text, website, or other source information used to help put together the learning plan.</td>
<td>Identify the quantity of various materials needed for the activity. Do not forget multimedia equipment when needed.</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

**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?

**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.

**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.

**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.)

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Scoring Rubric: Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qatar Curriculum Standards</strong></td>
<td>QNCP standards are identified but are clearly inappropriate in number, grade and/or topic.</td>
<td>QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well.</td>
<td>An appropriate number of QNCS standards are identified; most match grade and topic.</td>
<td>An appropriate number of QNCS standards are identified and clearly match grade and topic.</td>
</tr>
<tr>
<td><strong>Instructional Objectives</strong></td>
<td>Objectives are not aligned with standards or assessments AND are not measureable.</td>
<td>Stated objectives are not aligned to standards and assessments OR are not measureable.</td>
<td>Stated objectives are aligned with standards and assessments, but all are not measureable.</td>
<td>Stated objectives are aligned with standards and assessments and describe measurable goals.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Materials are insufficient in number or not be appropriate to students’ level or to the topic.</td>
<td>Materials are insufficient in number and or contribute only slightly to the lesson.</td>
<td>Materials are adequate in quality and number, appropriate to students’ level and to the topic.</td>
<td>Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students’ level.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Resource list has many important omissions and no supportive resources.</td>
<td>Most required resources are named, with only minor omissions. Supportive resources are lacking</td>
<td>All required resources and some additional resources are identified, although the list lacks variety in type of resources identified.</td>
<td>All required resources and additional supportive resources are identified; various types of resources are included (print, electronic, physical).</td>
</tr>
<tr>
<td><strong>Activating Prior Knowledge/ Focus/ Motivation</strong></td>
<td>Prior knowledge is not activated or activity is not related to objectives.</td>
<td>Prior knowledge is somewhat activated, but the relationship to objectives is weak.</td>
<td>Prior knowledge is activated through a specific technique related to objectives.</td>
<td>Prior knowledge is activated through a specific engaging technique that is clearly related to objectives.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Technology use distracts from learning objectives.</td>
<td>Use of technology to support lesson objectives by the teacher is limited; no use of technology by students.</td>
<td>Appropriate use of technology by teacher or students supports learning objectives.</td>
<td>Creative use of technology by students clearly supports learning objectives.</td>
</tr>
<tr>
<td><strong>Teacher Strategies</strong></td>
<td>Instructional strategy is poorly described and is not appropriate for the learning objectives.</td>
<td>A single instructional strategy is described that is appropriate for learning objectives.</td>
<td>More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives.</td>
<td>Instructional strategies are clearly described, varied, and clearly support learning objectives.</td>
</tr>
<tr>
<td><strong>Student Activities</strong></td>
<td>Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask</td>
<td>Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the teacher</td>
<td>Student activities may • 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 critical thinking</td>
<td>Student activities • 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 critical thinking</td>
</tr>
</tbody>
</table>

The instructor reserves the right to modify the syllabus in response to the best interests of the students.
<table>
<thead>
<tr>
<th>Modifications/Differentiation</th>
<th>Emerging</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A strategy to help students with a single type of need is identified, or strategies identified are not appropriate.</td>
<td>teacher but not other students, and offer limited conceptual and cognitive development</td>
<td>students, and offer limited conceptual and cognitive development</td>
<td>Multiple and appropriate strategies to help students with diverse needs are identified.</td>
<td>Multiple and appropriate strategies to help students with diverse needs are identified and explained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Extension</th>
<th>Emerging</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension repeats but does not offer application in a new context.</td>
<td>Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context.</td>
<td>Extension includes opportunity for students to apply the information, concepts, or skills in a new context.</td>
<td>Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
<th>Emerging</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure by teacher ends the lesson, but does not summarize or clarify learning.</td>
<td>Closure by teacher summarizes the lesson and clarifies points.</td>
<td>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.</td>
<td>Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Emerging</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment does not align with lesson objectives or does not provide feedback on each student.</td>
<td>Assessment provides feedback for each student and is aligned with most of the lesson’s objectives in content.</td>
<td>Assessment provides feedback for each student and is aligned with the lesson standards and objectives in content, and cognitive level (Bloom’s taxonomy).</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan</strong></td>
<td>Many omissions in the written lesson plan OR many of the items are inappropriate for subject area, context, and developmental level of students.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Includes multiple best practices; varied, engaging, active, appropriate for content and grade level. All content is important, correct and presented in logical order.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Serious errors in content accuracy or content presented is not appropriate for the development level of the learners, or sequencing seriously interferes with understanding.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>Little attention to knowledge of students, learning theory, subject matter, curricular goals OR community in</td>
<td>Plans instruction based on knowledge of students, learning theory, subject matter, curricular goals OR community.</td>
<td>Plans instruction based on knowledge of at least four of the following: students, learning theory, subject matter, curricular goals, and community.</td>
<td>Plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated technology</td>
<td>Technology is not used by either teacher or students in the lesson.</td>
<td>Some technology is used, but may not be aligned with lesson objectives.</td>
<td>Technology is used that is consistent with the lesson objectives by either the teacher (presentation of lesson) and by students (processing/presenting information).</td>
</tr>
<tr>
<td>Presentation</td>
<td>Lacking in appropriate pacing, voice, or eye contact. Interaction with students is negative. Instructions are unclear. No higher level questions.</td>
<td>Instructions are unclear or inadequate pacing, voice, or eye contact; lack of higher level questioning. Most interactions are positive.</td>
<td>Includes several of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning.</td>
</tr>
<tr>
<td>Organization</td>
<td>Time requirements were not met, or presentation is disorganized, hard to follow.</td>
<td>Some minor errors in time requirements; Some disorganized elements, but presentation can be followed.</td>
<td>All time requirements met; Most elements ready &amp; appropriately sequenced and paced; no serious disruptions.</td>
</tr>
<tr>
<td>Assessment</td>
<td>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).</td>
<td>Appropriate assessment is administered, but data may not clearly relate to learning objectives OR data analysis may be difficult to complete.</td>
<td>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.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection not realistic; little reflection on strengths or weaknesses of activity or no consideration of assessment data.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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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.
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:             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

☐ 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:

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

<table>
<thead>
<tr>
<th>Unit Learning</th>
<th>QNPS</th>
<th>Course Objectives</th>
<th>Course Learning</th>
<th>Assessment</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1, 7</th>
<th>1</th>
<th>1, 2, 3, 4, 5</th>
<th>(Tasks/Artifacts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Pedagogy</td>
<td></td>
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<td></td>
<td>Written tests</td>
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<td>Lesson plans</td>
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<td>Portfolio of teaching activities</td>
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<tr>
<td>Content Pedagogy</td>
<td>2, 3, 4, 8, 9</td>
<td>2, 3</td>
<td>6, 7</td>
<td>Field based report</td>
</tr>
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<td></td>
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<td></td>
<td>Micro teaching and strategy presentation</td>
</tr>
<tr>
<td>Content Pedagogy</td>
<td>6, 7, 12</td>
<td>5</td>
<td>8</td>
<td>Portfolio of teaching activities</td>
</tr>
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<td></td>
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<td></td>
<td>Field experience report</td>
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<tr>
<td>Ethical Values</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>Case study on ethics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
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</table>
| 1    | • 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  | • Strategies to improve phonological awareness  
      • Assessment techniques  
      • Strategy presentation |
| 6    | Teaching Alphabetic awareness and alphabetic knowledge |
| 7    | Mid Term Exam |
| 8    | • Specific strategies to develop and improve word identification and phonics  
      • Strategy Presentation |
| 9    | • Specific strategies to develop and improve vocabulary,  
      • Assessment Techniques  
      • Strategy Presentation |
| 10   | • Specific strategies to develop and improve fluency  
      • Fluency assessment  
      • Strategy presentation |
| 11   | • Specific strategies to develop and improve comprehension  
      • Assessment techniques  
      • Strategy presentation |
| 12   | • Specific strategies for teaching spelling  
      • Assessment techniques  
      • Strategy presentation |
| 13   | • Teaching early writing, handwriting, writing process strategies  
      • Assessment techniques  
      • Strategy presentation  
      • Field practice |
| 14   | • 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. 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**
- Vocabulary
- Word recognition
- Alphabetic and phonics knowledge (Grades K-4)
- Spelling knowledge

**Listening and Speaking**
- Listen and respond
- Develop speaking strategies
- Speak to communicate and interact

**Reading and Writing**
- 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 phonics 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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REFERENCES

Recommended Reading for Additional Information


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.esbe.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.

..
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.
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:

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.
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

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:

<table>
<thead>
<tr>
<th>Collaborative activities and/or projects</th>
<th>Interactive lectures</th>
<th>Performance assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrations</td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td>Out-of-class activities</td>
</tr>
<tr>
<td>Independent assignments</td>
<td></td>
<td>Peer teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of Blackboard™</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit Learning Outcome</th>
<th>Qatar National Professional Standards</th>
<th>Course Objectives</th>
<th>Learning Outcomes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>9</td>
<td>1</td>
<td>1, 2</td>
<td>Unit Plan</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>1, 7, 9</td>
<td>2, 3</td>
<td>2, 3</td>
<td>Micro-teach</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>7, 8</td>
<td>4</td>
<td>4, 5</td>
<td>Research Paper</td>
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</tbody>
</table>

### Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Objectives</th>
<th>Learning Outcomes</th>
<th>Topic Examples</th>
<th>Assignment</th>
<th>Period</th>
</tr>
</thead>
</table>
| 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, Aussuble, 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  
-Video tape a mathematics lesson  
-Identify the goals, objectives and link to assessment  
-Analyze a problem and provide an assessment for problem-solving  
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

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS AND EXAMS</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments – Solve all assigned problems and activities and share thoughts, write a research paper.</td>
<td>20%</td>
</tr>
<tr>
<td>MIDTERM EXAM</td>
<td>20%</td>
</tr>
</tbody>
</table>

**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.  

**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.  

**Final Exam** You are to complete an in-class exam based on the readings and class discussions.  

**30%**

### GRADING SYSTEM

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

- I  =  Incomplete  
- P  =  Pass  
- NP  =  Not Pass

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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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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 at 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


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**

- 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**

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 - 85</td>
</tr>
<tr>
<td>B</td>
<td>84.99 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 - 75</td>
</tr>
<tr>
<td>C</td>
<td>74.99 - 70</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 - 65</td>
</tr>
<tr>
<td>D</td>
<td>64.99 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59.99 - 0</td>
</tr>
</tbody>
</table>

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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**SPECIAL NEEDS**
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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.

**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 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.
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.
Instructor: Email:
Office Number: Office Hours:
Phone: 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 areas.
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 deadlines 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

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

**Course Outline**

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Content</th>
<th>Teaching Methods</th>
<th>Calendar</th>
</tr>
</thead>
</table>
| 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  
Informal assessment  
Curriculum Assessment Techniques | Group Discussion  
Guest Speakers  
Presentations | week 2-3 |
| Assessment of general performance | School Performance  
Learning Aptitude  
Specific Learning Abilities and strategies  
Classroom Behavior | Presentations  
Group discussion  
Field Visit  
Guest Speakers | week 4-5 |

**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  
Assessment Transition education and planning | | week 13 |
|                               | |                          | week 14 |

**Final Exam**
Teaching and Assessment Methods

<table>
<thead>
<tr>
<th>Brainstorming</th>
<th>Cooperative learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videotapes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Group discussion</td>
<td>Field visits</td>
</tr>
<tr>
<td>Web access</td>
<td>Guest speaker</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>N</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment plan</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Case Study with Reflection</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Note book Assessment</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Build assessment tool for some academic area</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Midterm exam</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Final exam</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading System:

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
F  = 59.99 - 0

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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


Arabic:

- ديفيدل وودريش (2005): القياس النفس للأطفال دليل الأخصائي النفسي مترجمة كريمات بدير، القاهرة،عالم الكتب.

Appendix

QATAR NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

13. Structure innovative and flexible learning experiences for individuals and groups of students.
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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.
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23. Build partnerships with families and the community.
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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.
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

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

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic/Assignment</th>
</tr>
</thead>
</table>
| 1.      | Sept. 16 | 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   | Case studies due |
| 12.     | Dec. 9   | Presentations |
| 13.     | Dec. 16  | Presentations |
| 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.

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 - 85</td>
</tr>
<tr>
<td>B</td>
<td>84.99 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 - 75</td>
</tr>
<tr>
<td>C</td>
<td>74.99 - 70</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 - 65</td>
</tr>
<tr>
<td>D</td>
<td>64.99 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59.99 - 0</td>
</tr>
</tbody>
</table>

**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.

**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.

**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/

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.

Accommodations for Students with Disabilities
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 Buildings
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

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 – Unsatisfactory</th>
<th>2 – Needs Improvement</th>
<th>3 – Meets Expectations</th>
<th>4 – Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of process</td>
<td>Discussion is brief and has many inaccuracies about the correct process for financial management; no specific examples are given to illustrate correct process</td>
<td>Demonstrates some understanding of acceptable process for financial management with several errors, some serious; omits several important factors</td>
<td>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</td>
<td>Demonstrates through and accurate understanding of acceptable process for financial management; correctly ties principles learned in class to specific examples; omits no important factors</td>
</tr>
<tr>
<td>Analysis of accounting</td>
<td>Discussion of accounting process is either incorrect or shallow; overlooks most or all errors in accounting</td>
<td>Briefly discusses the accounting process, identifies some errors in accounting</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Analysis of financial leadership</td>
<td>Discussion of financial leadership is shallow or inaccurate; no examples given</td>
<td>Briefly discusses financial leadership; examples may not be accurate</td>
<td>Discusses some attributes of financial leadership and gives a few specific examples</td>
<td>Thoroughly discusses the attributes of financial leadership and gives several specific and meaningful examples</td>
</tr>
<tr>
<td>Reflection of ethical issues</td>
<td>Ethical issues are inappropriately identified or discussed without insight or reflection</td>
<td>Most urgent ethical issues are identified, although discussion may be brief</td>
<td>Several ethical issues are identified and discussed, noting the rights of diverse stakeholders</td>
<td>All important ethical issues are identified and discussed thoroughly, respecting the rights of all stakeholders</td>
</tr>
<tr>
<td>Professionalism of paper</td>
<td>Lack of organization; many serious errors in spelling and grammar</td>
<td>Some errors in organization; several errors in spelling and grammar, some serious</td>
<td>Paper is organized, few errors in spelling or grammar, most of which do not detract from the meaning</td>
<td>Paper is interesting, logically organized, with few errors in spelling or grammar, none of which detract from the meaning</td>
</tr>
</tbody>
</table>
# Rubric: Case Study Presentation

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

**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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Content</td>
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<tr>
<td>Use of technology</td>
<td>5</td>
</tr>
<tr>
<td>Oral communication</td>
<td>5</td>
</tr>
<tr>
<td>Handout for peers</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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**EVALUATION**

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<th>Points</th>
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<td>Exams (100 pts. Each x 2)</td>
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<tr>
<td>Paper (100 pts.)</td>
<td>100</td>
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<tr>
<td>Presentation (20 pts.)</td>
<td>20</td>
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<tr>
<td>IEP (20 pts.)</td>
<td>20</td>
</tr>
<tr>
<td>Observation</td>
<td>40</td>
</tr>
<tr>
<td>Journal summaries (20 pts. Each x 3)</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>440</strong></td>
</tr>
</tbody>
</table>

**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**
<table>
<thead>
<tr>
<th>Unit Learning Outcomes</th>
<th>QNPS</th>
<th>Course Objectives</th>
<th>Course Learning Outcomes</th>
<th>Assessment (Tasks/Artifacts)</th>
</tr>
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<tbody>
<tr>
<td>Content</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>Written assignment</td>
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<tr>
<td>Diversity</td>
<td>9</td>
<td>1, 2</td>
<td>1, 4, 6</td>
<td>Article review</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>6</td>
<td>2, 3</td>
<td>5, 6, 7</td>
<td>IEP</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>Paper</td>
</tr>
</tbody>
</table>

**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 |
12. | Academic Learning Characteristics | Chapter 11 |
13. | Social Emotional Characteristics | Chapter 12 |
14. | Presentation | |
15. | Final Exam | |
REFERENCES


Steven, A. (2002). The dignity of humanity is not a scientific concept. Mental Retardation, 40, 55-56.


SPECIAL NEEDS

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