

Najran University
College of Education
Department of Special Education

توصيف مقرر قراءات باللغة الإنجليزية في صعوبات التعلم
2016م

Code & No	Course Title	Cr. Hr.	Pre-Req.
SPED 361	English Texts in Learning Disabilities	3	-----

2106

Course Description

Institution: Najran University	Date of Report: April 2 2016
College: Education	Department :Special Education

A. Course Identification and General Information

1. Course title and code: English Texts in Learning Disabilities (SPED 361)			
2. Credit hours: 3			
3. Program(s) in which the course is offered. Bachelor of Special Education			
4. Name of faculty member responsible for the course: Dr. Suhail Al- Zoubi			
5. Level/year at which this course is offered: 5 th Semester			
6. Pre-requisites for this course (if any) *****			
7. Co-requisites for this course (if any): SPED360, SPED 362			
8. Location if not on main campus: Najran University (College of Education)			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="70%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="30%"/>
c. e-learning	<input type="checkbox"/>	percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	percentage?	<input type="text"/>
Comments: The teaching methods that used of this course dependent on the lecture style as well as implementation of the Internet and blackboard.			

B Objectives

<p>1. What is the main purpose for this course? The course aims to provide students with information in English texts about :</p> <ol style="list-style-type: none"> 1. concepts of learning disabilities, 2. educational services of learning disabilities, 3. social, emotional and behavioral problems of learning disabilities, 4. reading, writing, and mathematics difficulties, 5. cognition, metacognition, memory, attention, and perception of children with learning disabilities.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>There are many procedures that are taken by the instructor in order to improve and develop the contents of the course which are as follows:</p> <ol style="list-style-type: none"> 1. Benefit from students' evaluation of the course and instructor in each semester. 2. Implementation of ICT in the course subjects.

3. Continuous updating for references, journals and Web sites that related of the course subjects.
4. Implementation of research of faculty members which published in the international journals in the course subjects.

C. Course Description

1. Topics to be Covered		
List of Topics :	No. of Weeks	Contact Hours
Concepts and terminology of learning disabilities	1	3
Causes of learning disabilities.	1	3
Educational services for children with learning disabilities.	1	3
Counseling children with learning disabilities and their families.	1	3
Early intervention programs of learning disabilities.	1	3
Social, emotional and behavioral problems of children with learning disabilities.	1	3
Cognition, metacognition, and memory of children with learning disabilities.	1	3
Attention Deficit Hyperactivity Disorders (ADHD) and learning disabilities.	1	3
Learning disabilities and reading difficulties	1	3
Learning disabilities and writing difficulties	1	3
Learning disabilities and mathematics difficulties	1	3
Mainstreaming programs of children with learning disabilities	1	3
Teacher of students with learning disabilities	1	3
Total	13	39

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39	-----	-----	-----	-----	39
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge :		
1.1	To define the concepts and terminology that related to learning disabilities in English.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.2	To explain the causes of developmental and academic learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.3	To describe the social, emotional and behavioral problems of children with learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.4	To remind the educational services provided for children with learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.5	To illustrate the relationship between ADHD and learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.6	To describe the relationship between developmental and academic learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.7	To discuss the contemporary issues to identify the developmental and academic learning disabilities.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.8	To discuss the contemporary issues of preparation learning disabilities teachers.	Lecture, Discussion and dialogue	Achievement tests and assignments
2.0	Cognitive Skills:		
2.1			
2.2			
2.3			
3.0	Interpersonal Skills & Responsibility:		
3.1			
4.0	Communication, Information Technology, Numerical:		
4.1			
5.0	Psychomotor (if any):		
5.1			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Total Assessment
1	The first exam	6	20%
2	The second exam	11	20%
3	Assignments (translation, presentations	monthly	10%
4	The Final exam	16	50%

total	100%
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D. Student Academic advising and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Install the schedule of lectures and office hours at the office door.
 - Contact with students through e-mail and mobile phone.
 - One office hour in per week for academic advising.

E. Learning Resources :

1. List Required Textbooks :
<ul style="list-style-type: none"> - Lerner, J. W., & Johns, B. (2012). Learning disabilities and related mild disabilities: Characteristics, teaching strategies, and new directions (11th ed.). Boston, MA: Houghton Mifflin Harcourt. - Hallahan, D. P., Kauffman, J. M., & .Lloyd, J. W. (2005). Learning disabilities: Foundations, characteristics and effective learning (3rd ed.). Boston, MA: Pearson/Allyn & Bacon - 2.
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> • Smith, D. D., & Tyler, N.C. (2010). Introduction to special education: Making a difference (7th ed.). Columbus, OH: Pearson. • Bender, W. N. (2008). Learning disabilities: Characteristics and teaching strategies (6th ed.). Boston, MA: Pearson/Allyn & Bacon. • Heward, W. L. (2009). Exceptional children: An introduction to special education (9th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
<ul style="list-style-type: none"> - Mercer, C. D., & Pullen, P. C. (2009). Students with learning disabilities (7th ed.). Boston, MA: Merrill. - Vaughn, S., & Bos, S. (2008). Strategies for teaching students with learning and behavior problems (7th ed.). Boston, MA: Allyn & Bacon
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
<ul style="list-style-type: none"> - Journal of special Education - Journal of Exceptional Children - Journal of Learning Disabilities - Council for Exceptional Children (CEC) - International Journal of Special Education - European Journal of psychological Assessment - British Journal of Special Education - Journal of Special Education Technology - Australian Journal of Learning Disabilities

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
<ul style="list-style-type: none"> - LD Online : http://www.ldonline.org - LD Resources: http://www.ldresources.org - Learning Disabilities Worldwide: http://www.ldworldwide.org/default.html - National Center for Learning Disabilities: http://www.nclld.org - National search Centre on Learning Disabilities: http://www.nrclld.org - SchwabLearning.org: A Parent's Guide to Helping Kids with Learning Disabilities :http://schwablearning.org - Teaching LD: Information and Resources for Teaching Students with Learning Disabilities : http://www.teachingld.org - Council for Learning Disabilities :http://www.cldinternational.org.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
<ul style="list-style-type: none"> - Provide students with e-Books and e-Journals that related to the subjects of course.

F. Facilities Required :

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> - Provide students with Laptop and internet wireless. - A computer laboratory.

G Course Evaluation and Improvement Processes :

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - The first and second test. - The final test. - Observation of the performance of students. - Assignments.
Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> - Student Assessment of the course. - Evaluation of the faculty members participating in the teaching the course. - The report of the course. - Annual improvement Plan of the course.

<ul style="list-style-type: none"> - Evaluating the Head of Department for the performance of instructor.
<p>Processes for Improvement of Teaching.</p> <ul style="list-style-type: none"> - The use of ICT in the education process. - Meetings between faculty members for the transfer of teaching experiences among themselves. - Annual Review of the Course Description. - Benefit from observations of faculty members on the course and the process of learning and teaching.
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> - Monitor performance indicators of student learning outcomes. - Comparisons between the reference corresponding courses within the department. - Formation of a committee to examine a random sample of students answer in the final tests. - Evaluation of student's assignments by another faculty member.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Periodical meetings for the instructors of the course. - Benefit from external reviewer's observations of the program and course. - Review the report of course. - Review the improvement plan for the course. - Take advantage of student assessment of the course and the instructor.

	Instructor	Received by	Head of Department
Name	Dr. Suhail Al- Zoubi		
Signature			
Date	2/4/2016/...../2016/...../2016