

**Long Island University**  
**Palmer School of Library and Information Science**  
**LIS 627: Special Needs Students for K-12 Libraries**  
**Dr. Roger Podell**  
**Spring 2018**

**Time, Place and Modality:** This is a completely online course. The course will run for 14 weeks from January 23, 2018 to May 7, 2018. There will be a break for Spring Recess from March 13 to March 19.

All lessons in this online course will be delivered asynchronously via Blackboard. Lesson and modules are broken down into 14 weeks, one module per week. Weekly modules will begin on Wednesday and end on the following Tuesday, 11:59 p.m. Eastern Standard Time.

Students should complete all assignments for each weekly module by Tuesday (unless otherwise noted on Blackboard) in order to receive full credit. Late submissions of assignments or discussion board posts will be accepted but will not receive full credit.

**Instructor Contact Information** [roger.podell@liu.edu](mailto:roger.podell@liu.edu)

**Instructor Office Hours:** No scheduled office hours, but available by appointment or by telephone if needed. Contact instructor via email to set up an appointment.

**Course Description:** This course will present students who plan to become school library media specialists or public librarians with concepts related to working with Special Needs Students in a library setting. This course will instruct the student on assisting students with disabilities and other special learning needs. The students will gain knowledge about the Dignity for all Students Act (DASA) and the Educating all Students tests (EAS). Topics covered will include: overview of learning disabilities, including ADHD, autism and autism spectral disorders; applicable federal laws and NYS regulations; terminology; working with gifted students; programming for students with special needs in public libraries; instructing K-12 students with special needs in the school library media center, including planning, assessment, classroom management; interventions for specific issues, including auditory, visual, conceptual and memory deficits; working with struggling readers; strategies for fostering an appreciation of literature; early intervention, RTI and tiered instruction; working with students of different ages with special needs; collaboration with special education teachers and other professionals; the future of libraries in terms of students with special needs.

**Textbooks:** Harwell, Joan, M. and Jackson, Rebecca. *The Complete Learning Disabilities Handbook: Ready to Use Strategies and Activities for Teaching Students with Learning Disabilities*, 3<sup>rd</sup> ed. Jossey-Bass, 2008.

**Course Learning Objectives:** At the end of this course, students will be able to:

- Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;
- Utilize a broad range of approaches, systems, and technologies to manage and deliver information;
- Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;
- Staff, manage and lead libraries and information organizations of all types;
- Contribute to the profession through service, research and advocacy;

**Palmer Student Learning Goals:**

This course, which focuses on various aspects of working with students with special needs in K-12 libraries, addresses Palmer School learning goal 3 “Deliver user-centered services and cost-effective programs,” and its subsidiary student learning objectives (SLOs):

SLO 3A: utilize information sources and services to meet the needs of diverse populations

SLO 3B: design and deliver information programs to meet the needs of specific users

**E-Portfolio Assignment:** Lesson or program plan with accompanying powerpoint. A description of the assignment is listed in the “Assignments” section of this syllabus.

**Course Requirements—Percentage Value of Individual Assignments toward Final Grade.**  
**For full credit, all assignments must be submitted in a timely manner.**

- **25% Research Paper on Approved Topic**
- **25% Lesson Plan or Program Plan Assignment**
- **50% Participation, Quality, and Timeliness of Online Postings**

**Contact Hours:** State Education Requirements: 150 hours (3 credits)

Online hours: 30

Hours online per week: 4

Hours for required reading: 4 hours per week

Hours for preparing written and oral assignments, explanatory activities, online discussions and postings, projects: 4 hours per week

**Planning Your Time:** New York State specifies that a 3 credit graduate course should require a minimum of 150 hours. This is a rigorous, professional, graduate course. For planning purposes, each week students should expect to be engaged in activities relating to the course requirements, including reading, preparing assignments, researching current issues, engaging in classmates and content in Blackboard, and communicating your learning for approximately 12 hours or more each week. For more long range assignments, students should divide their time weekly so they are not overwhelmed at the due dates.

**Computer/Software Requirements:** Internet access and a PC or Mac with the latest edition of a web browser (Firefox is recommended when using Blackboard). Blackboard is used as our course management system. If you do not have access to a computer off campus, there are computer labs in the library and Hillwood Commons on the Post campus that you can use to participate in this course. Most public libraries also have computers with Internet access that you can use. You can access Blackboard anywhere you have Internet access.

- Here are some guidelines to follow that will make the Blackboard experience more productive:
- Use Firefox web browser if possible as it is the browser that works best with Blackboard
- Access Blackboard at [blackboard.liu.edu/webapps/login](http://blackboard.liu.edu/webapps/login)
- Be sure your computer has the latest Flash player installed. Flash enables videos from youtube and other sources to be played within Blackboard. You can download it by going to [get2adobe.com/flashplayer/](http://get2adobe.com/flashplayer/)
- You must use your LIU email to access Blackboard; your LIU email will be used for any announcements, grades, etc. (You can forward your LIU account to one that you might use on a regular basis OR make sure that you check your LIU email regularly)
- You can utilize the Blackboard Mobile Learn app if you wish to access the course on an iPad
- Sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hard wired connection
- Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and videos may be helpful to you: Blackboard Student Orientation, Blackboard Guides, Blackboard Student Videos
- This course may utilize the following components of Blackboard: Course Content, Blogs, Announcements, Assignments, Journal and Wiki functions).

**Technical Support:** Support is available at the Center for Student Information (CSI) at [csi.liu.edu](http://csi.liu.edu) or by contacting the Office of Information Technology at 299-3967. Hours: Monday – Thursday 9a.m.-6p.m.; Friday 9a.m.-5p.m.

Students may need access to LIU's online library, which will require an updated student identification card. The library site can be accessed at [www2.liu.edu/csis/cwp/library/libhome.htm](http://www2.liu.edu/csis/cwp/library/libhome.htm)

Netiquette: Communication is very important in this course. All students are expected to:

1. Show respect for the instructor and for other students in the class

2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages. Use of all uppercase letters in a message is the equivalent of shouting and considered offensive
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward. For example: Frequently Asked Question (FAQs). After that you can use the acronym freely throughout your message
7. Use good grammar and spelling; avoid using text messaging shortcuts

**LIU Post Academic Conduct Policy:** “Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness.” Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of the acts, is a violation of the Policy. Any student found engaging in academic misconduct is subject to disciplinary action. Standards can be found on the LIU Post website at:

[www.liu.edu/CWPost/STudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx](http://www.liu.edu/CWPost/STudentLife/Services/Counseling/AcadPolicies/Conduct/Standards.aspx)

**Students with Disabilities:** The Office of Disability Support Services works with students with disabilities; phone number: 299-3057. LIU has a Policy for Students with Disabilities: “Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services...Accommodations Forms must be obtained each semester, before the semester begins.” Policy can be found at:

[www.liu.edu/CWPost/StudentLife/LSAC/DSS.aspx](http://www.liu.edu/CWPost/StudentLife/LSAC/DSS.aspx). If you have a learning disability, please make sure that you discuss this with your professor.

### **Grading and Assessment Criteria for Palmer School Student Learning Objectives:**

#### **Grading Criteria:**

- **25% Research Paper on Approved Topic**
- **25% Lesson Plan or Program Plan Assignment**
- **50% Participation in and quality of online postings**

#### **Grading Rubric**

<b>Letter Grade</b>	<b>GPA</b>	<b>Definition</b>	<b>Numerical Value</b>
<b>A</b>	<b>4.0</b>	Outstanding. Student demonstrates full command of course topics and complete	<b>93-100</b>

		competency of the Palmer School Student Learning Objectives. Work is multi-dimensional, detailed and innovative.	
<b>A-</b>	<b>3.7</b>	Excellent. Student demonstrates thorough knowledge of course topics and well above average competency of the Palmer School Student Learning Objectives. All requirements are completed in superior fashion.	<b>90-92</b>
<b>B+</b>	<b>3.3</b>	Very good. Student demonstrates above average competency of the Palmer School Student Learning Objectives. Quality of work is above average.	<b>87-89</b>
<b>B</b>	<b>3.0</b>	Good. Student performance demonstrates understanding of course topics and average competency of the Palmer School Student Learning Objectives. Quality of work is average.	<b>82-86</b>
<b>B-</b>	<b>2.7</b>	Below Average. Student performance demonstrates incomplete understanding of course topics, and a	<b>80-81</b>

		below average competency of the Palmer School Student Learning Objectives. Quality of work is below average.	
<b>C+</b>	<b>2.3</b>	Marginal. Student performance demonstrates inadequate understanding of course topics and a well below average competency of the Palmer School Student Learning Objectives. Quality of work is well below average.	<b>77-80</b>
<b>C</b>	<b>2.0</b>	Unsatisfactory. Student performance demonstrates both incomplete and inadequate understanding of course topics and minimal competency of the Palmer School Student Learning Objectives. Quality of work is unacceptable for this level.	<b>72-76</b>
<b>C-</b>	<b>1.7</b>	Below Unsatisfactory. Student performance demonstrates almost no understanding of course topics and below minimal competency of the	<b>65-71</b>

		Palmer School Student Learning Objectives. Quality of work is completely unacceptable.	
<b>F</b>	<b>0.0</b>	Failure.	<b>0-64</b>

### Participation Rubric

<b>Criteria</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Frequency, Promptness &amp; Delivery</b>	<b>35</b> Participates throughout the entire course discussion and delivers prompt responses to instructor and/or classmates by assigned due dates.	<b>30</b> Participates throughout most of the course discussion and delivers prompt responses to instructor and/or classmates by assigned due dates.	<b>25</b> Participates in some of the course discussion and does not deliver responses to instructor and/or classmates by assigned due dates.	<b>20</b> Participates in few or none of the course discussions, and/or responses to instructor and/or classmates are late or completely missing.
<b>Content Quality</b>	<b>35</b> Posts are reflective, substantive, and advance the discussion.	<b>30</b> Posts show some effort but do not demonstrate in-depth thought or development of concepts.	<b>25</b> Posts do not add to the discussion in a substantive manner.	<b>20</b> Posts are off-topic, factually incorrect, irrelevant or nonexistent.
<b>Clarity</b>	<b>15</b> Posts are clear, concise, and well written.	<b>12</b> Posts are valuable but need minor improvement in their clarity and writing style.	<b>10</b> Posts are in need of substantial improvement in their clarity and writing style.	<b>5</b> Posts are presented in an unorganized, difficult to read fashion or not presented at all.
<b>Spelling &amp; Grammar</b>	<b>15</b> Posts are free of grammatical or spelling errors.	<b>12</b> Posts contain 1-2 grammatical or spelling errors.	<b>10</b> Posts contain 3-4 grammatical or spelling errors.	<b>5</b> Posts contain 5 or more grammatical or spelling errors.

**Student-Created Lesson Plan or Program Rubric**

<b>Criteria</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Instructional Objectives</b>	<b>15</b> Objectives are clearly stated so that learners understand expectations and what knowledge and skills they will attain.	<b>13</b> One of the three criteria for “exemplary” is not developed as possible.	<b>10</b> Objectives are stated but not articulated clearly. Learners do not clearly understand expectations or what skills or knowledge they will gain.	<b>5</b> Objectives are not stated. Learners are not told expectations or what skills or knowledge they will gain.
<b>Instructional Strategies</b>	<b>25</b> Differentiated instruction is provided that is highly creative and ideal for reaching learning objectives. Strategies are based on experience, theory, research and documented practice.	<b>23</b> Differentiated instruction is provided that is appropriate for reaching learning objectives. Strategies are based on experience, theory, research and documented practice.	<b>20</b> Differentiated instruction is provided to some degree but is incomplete. Strategies are based on experience, theory, research and documented practice.	<b>10</b> No differentiated instructional strategies are provided or, if provided, are not based in experience, theory research and documented practice.
<b>Organization &amp; Presentation</b>	<b>25</b> Lesson or program plan is well organized & presented in a highly professional way.	<b>23</b> Lesson or program plan is organized and professional but leaves room for improvement.	<b>20</b> Lesson or program plan is organized but unprofessional in appearance.	<b>10</b> Lesson or program plan is not well organized and presented poorly.
<b>Student Assessment</b>	<b>25</b> The method of assessment is clearly stated, highly effective, and allows lesson to	<b>23</b> The method of assessment is stated and effective, but only allows for review in	<b>20</b> The method of assessment is stated but unclear or ineffective.	<b>10</b> There is no method for student assessment.

	be adjusted as needed.	subsequent lessons.		
<b>Use of Technology</b>	<b>10</b> Selection of and application of technology is highly appropriate for differentiated instruction, learning environment and learning objectives. The technology used fully enhances learning.	<b>8</b> Selection and application of technology is basically appropriate for differentiated instruction, learning environment and objectives. The technology used partially enhances learning.	<b>5</b> Selection and application of technology is appropriate for differentiated instruction, learning environment and objectives but the technology as applied does not impact learning.	<b>3</b> Selection and application of technologies is inappropriate for differentiated instruction, learning environment and objectives or simply not used at all.

### Research Paper Rubric

<b>Category</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Research Question</b>	<b>15</b> The research question is focused enough for the scope of the paper. A thesis statement provides direction for the paper, either by statement of a position or a hypothesis.	<b>13</b> The research question is focused, but it lacks direction. The paper is about a specific question, but the writer has not established a position.	<b>10</b> The topic is too broad for the scope of this paper.	<b>5</b> The topic is not clearly defined.
<b>Integration of Knowledge &amp; Content</b>	<b>25</b>	<b>23</b>	<b>20</b>	<b>10</b>
	The paper demonstrates that the writer fully understands and has applied	The paper demonstrates that the writer, for the most part, understands and	The paper demonstrates that the writer, to a certain extent, understands and	The paper lacks a demonstration of understanding and applied concepts from

	<p>concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p>	<p>has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.</p>	<p>has applied concepts learned in the course.</p>	<p>the course. Analysis and synthesis are lacking.</p>
<b>Cohesiveness</b>	<p><b>25</b> The writer ties together information from a variety of sources. The writing demonstrates an excellent understanding of the relationship among material obtained from various sources.</p>	<p><b>23</b> For the most part, the writer ties together information from a variety of sources. The paper flows with only some disjointedness. The writing demonstrates a very good understanding of the relationship among material obtained from various sources.</p>	<p><b>20</b> The writer sometimes ties together information from a variety of sources. Flow is a problem—disjointedness is apparent. The writer does not demonstrate a clear understanding of the relationship among material obtained from various sources.</p>	<p><b>10</b> The writer does not tie together information. The paper lacks flow and appears to be created from disparate issues. Writing lacks a demonstration of understanding among material obtained from various sources.</p>
<b>Sources</b>	<p><b>20</b> More than 5 current sources are cited, of which at least three are peer reviewed journal articles or scholarly books.</p>	<p><b>17</b> Five current sources are cited, of which at least two are peer reviewed journal articles or scholarly books.</p>	<p><b>12</b> Fewer than 5 current sources or fewer than 2 peer reviewed journal articles or scholarly books are cited.</p>	<p><b>5</b> Fewer than 5 sources, or a lack of current sources, without any peer reviewed journal articles or scholarly books are cited.</p>
<b>Spelling &amp; Grammar</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>5</b>

	No spelling or grammatical mistakes were made.	Few spelling and/or grammatical mistakes were made.	Noticeable spelling and/or grammatical mistakes were made.	Spelling and grammatical mistakes are so numerous that they detract from the reader's ability to understand the author's message.
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### **Class Calendar\*\***

**\*\*Professor reserves the right to change calendar as necessary**

<b>Class Info</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 1 Jan 23-29</b>	<ul style="list-style-type: none"> <li>• <b>Introductions</b></li> <li>• <b>Course Overview: Topics, Assignments, Expectations, Student Learning Objectives, Dates, Grading, etc.</b></li> <li>• <b>Students with Special Needs: An Introduction</b></li> </ul>	<p><b>Read Harwell, Chapter 1.</b>  <b>Response to discussion question due Friday, peer responses due Monday.</b>  <b>Review any websites, additional readings or videos assigned this week.</b></p>
<b>Week 2 Jan 30-Feb 5</b>	<ul style="list-style-type: none"> <li>• <b>Terminology</b></li> <li>• <b>Applicable Laws</b></li> <li>• <b>Dignity for all Students Act (DASA)</b></li> <li>• <b>Educating All Students Test (EAS)</b></li> </ul>	<p><b>Read Harwell, Ch. 3.</b>  <b>Response to discussion question due Friday, peer responses due Monday.</b>  <b>Review any websites, additional readings or videos assigned this week.</b></p>
<b>Week 3 Feb 6-Feb 12</b>	<ul style="list-style-type: none"> <li>• <b>Early Childhood Ed.</b></li> <li>• <b>Early Interventions</b></li> <li>• <b>RTI</b></li> <li>• <b>Tiered Instruction</b></li> <li>• <b>Study Team Process</b></li> </ul>	<p><b>Read Harwell, Ch. 4 &amp; 5</b>  <b>Response to discussion question due Friday, peer responses due Monday.</b>  <b>Review any websites, additional readings or videos assigned this week.</b></p>
<b>Week 4 Feb 13-19</b>	<ul style="list-style-type: none"> <li>• <b>Planning</b></li> <li>• <b>Assessment</b></li> <li>• <b>Role of SLMS as Collaborator</b></li> <li>• <b>Selection of materials</b></li> </ul>	<p><b>Read Harwell, Ch. 6 &amp; 7</b>  <b>Response to discussion question due Friday, peer responses due Monday.</b>  <b>Review any websites, additional readings or videos assigned this week.</b></p>

<p><b>Week 5</b> <b>Feb 20-Feb 26</b></p>	<ul style="list-style-type: none"> <li>• <b>Classroom Management</b></li> <li>• <b>Academic Management</b></li> </ul>	<p>Read Harwell, Ch. 8 &amp;9. Response to discussion question due Friday, peer responses due Monday. Review any websites, additional readings or videos assigned this week.</p>
<p><b>Week 6</b> <b>Feb 27-Mar 5</b></p>	<ul style="list-style-type: none"> <li>• <b>Interventions for Specific Issues</b></li> <li>• <b>Visual</b></li> <li>• <b>Auditory</b></li> <li>• <b>Conceptual</b></li> <li>• <b>Memory</b></li> <li>• <b>Struggling Readers</b></li> </ul>	<p>Read Harwell Ch. 10 &amp; 11. Response to discussion question due Friday, peer responses due Monday. Review any websites, additional readings or videos assigned this week.</p>
<p><b>Week 7</b> <b>Mar 6-Mar 12</b></p>	<ul style="list-style-type: none"> <li>• <b>Lesson Plans</b></li> <li>• <b>Instructional Techniques</b></li> </ul>	<p>Review the AASL Standards for the 21<sup>st</sup> Century Learner Lesson Plan Database <a href="http://www.ala.org/aasl/standards-guidelines/lesson-plan">www.ala.org/aasl/standards-guidelines/lesson-plan</a> Review Library Lesson Plans for Elementary Librarians: <a href="http://elementarylibrarian.com/">http://elementarylibrarian.com/</a> Response to discussion question due Friday, peer responses due Monday. Review any websites, additional readings or videos assigned this week.</p>
<p><b>Week 8</b> <b>March 13- March 19</b></p>	<ul style="list-style-type: none"> <li>• <b>Spring Recess</b></li> <li>• <b>No Classes this Week</b></li> </ul>	<p>No assignments this week</p>
<p><b>Week 9</b> <b>March 20 – March 26</b></p>	<ul style="list-style-type: none"> <li>• <b>Differentiated Instruction</b></li> <li>• <b>Multiple Intelligences</b></li> <li>• <b>Research Papers Due</b></li> </ul>	<p><b>Research Papers Due</b> Response to discussion question due Friday, peer responses due Monday. Review any websites, additional readings or videos assigned this week.</p>
<p><b>Week 10</b> <b>March 27- April 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Instructional Technology for Students with Special Needs</b></li> <li>• <b>Assistive Technology</b></li> </ul>	<p>Response to discussion question due Friday, peer responses due Monday. Review any websites, additional readings or videos assigned this week.</p>

<b>Week 11</b> <b>Apr 3-Apr 9</b>	<ul style="list-style-type: none"> <li>• <b>Autism &amp; Autism Spectral Disorder</b></li> </ul>	<b>Response to discussion question due Friday, peer responses due Monday.</b> <b>Review any websites, additional readings or videos assigned this week.</b>
<b>Week 12</b> <b>Apr 10-Apr 16</b>	<ul style="list-style-type: none"> <li>• <b>The Special Needs of Gifted &amp; Talented Students in the SLMS</b></li> </ul>	<b>Response to discussion question due Friday, peer responses due Monday.</b> <b>Review any websites, additional readings or videos assigned this week.</b>
<b>Week 13</b> <b>Apr 17-Apr 23</b>	<ul style="list-style-type: none"> <li>• <b>Strategies for Fostering an Appreciation of Literature in Students with Special Needs</b></li> </ul>	<b>Response to discussion question due Friday, peer responses due Monday.</b> <b>Review any websites, additional readings or videos assigned this week.</b>
<b>Week 14</b> <b>Apr 24-May 7</b>	<ul style="list-style-type: none"> <li>• <b>Lesson or Program Plans Due</b></li> <li>• <b>Powerpoints Due</b></li> <li>• <b>Course Reflections</b></li> </ul>	<b>Lesson or Program Plans Due</b> <b>Powerpoints Due</b> <b>Response to discussion question due Friday, peer responses due Monday.</b>

**Course Delivery:**

- Course begins **January 23, 2018 and ends on May 7, 2018**
- Each new week of content will begin on a Tuesday
- 14 weeks of online classes
- Classes will use LIU's Blackboard Management System <http://blackboard.liu.edu>

**Class Assignments: Online Course Components:**

Students will be required to:

- Review presentations and exploratory activities presented by the instructor
- Read textbook chapters, journal articles and case studies
- Watch videos on literacy topics
- Post reactions to activities, reading and peer postings

**Assignments:**

**Postings**

Students will post responses to weekly readings, websites and videos by **Friday** of each week. Students will review the responses of classmates and post **at least 2** meaningful responses (to at

least two different classmates, not the same one twice) by **Monday**. A new class week will start each Tuesday.

### **Lesson or Program Plans**

Students will prepare a lesson or program plan specifically designed to meet the needs of students with special needs. Students will also prepare a powerpoint that provides the rationale for your plan and the plan details. Your plans will be an e-portfolio artifact and must include the following items. Be sure to use these subheadings when writing your plan:

- Learning Objectives
- Formal and Informal Assessments
- Instructional Strategies
- Learning Tasks
- Materials
- Target Population
- Total Length of Lesson or Program and Time Allotted for Each Part
- Connections to AASL Standards for the 21<sup>st</sup> Century Learner and Common Core Learning Standards
- Evaluated Information Resources

### **Research Paper**

Students will write a research paper focusing on a specific topic of interest related to working with Students with Special Needs. Details and requirements of the paper will be discussed during the course. Topic must be approved by Professor.

Possible topics include:

- Differentiating Instruction to Meet Student Needs
- Working with students with Autism and Autism Spectral Disorders in the Library
- Working with students with ADHD in the Library
- Working with Gifted Students in the Library
- Instructional Technology in the Library for Students with Special Needs
- Fostering an appreciation of reading for Students with Special Needs

These are merely suggestions. Other topics are fine if approved by Professor.

### **Guidelines for the paper:**

Your research paper should be on an approved topic relating to literacy. APA style, 5-7 pages, at least 3 sources. Please make sure to include the following:

- **Title:** Provide a title page
- **Introduction:** Include a research question and hypothesis. Explain your rationale for selecting your particular topic for research, and why it is important to improving literacy.
- **Literature Review:** Discuss the literature you have researched regarding your topic-- trends, current thinking, etc. While it is OK to examine older literature to demonstrate how thinking on your topic has evolved, be sure to focus primarily on recent research. Peer reviewed journals are of course preferred.
- **Discussion:** Synthesize your research of the literature.

- **Conclusion:** Summarize your major findings. What has your research taught you? Be careful to not include concepts that were not addressed earlier in the paper.
- **Ideas for future study:** Where do you think researchers of your topic should focus their efforts in the future?
- **References / Bibliography:** Cite in APA style.

**Faculty Feedback to Student:** Students will receive feedback via responses to postings, emails, and through course announcements

**Student Feedback:** Students will have the ability to email the instructor at any time to provide feedback. The course evaluation is another opportunity for the student to give suggestions to improve the course.

**Multimedia Support Needed for Course Content:** Various multimedia will be used, including, but not limited to, YouTube videos, powerpoints, and various reading assignments posted on Blackboard.

**Expectations for Students Completing Online Work:** Students will submit their work via Blackboard. Proper netiquette (respectful, constructively critical comments toward the work of their classmates) is required.

### **Bibliography:**

Algozzine, Robert. (2006). *Effective Instruction for Students with Special Needs: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin Press.

Bender, William. (2012). *Differentiating Instruction for Students with Learning Disabilities: New Best Practices for General and Special Educators*. Thousand Oaks, CA: Corwin Press.

Heacox, Diane, (2012). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners*. Minneapolis: Free Spirit Publishing.

Martin, Lucy. (2009). *Strategies for Teaching Students with Learning Disabilities*. Thousand Oaks, CA: Corwin Press.

Wesson, Caren and Keefe, Margaret. (1995). *Serving Special Needs Students in the School Library Media Center*. Westport, CT: Greenwood Press.