

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2012/2013**

Part I

Course Title:	Curriculum and Instruction in Inclusive Schools
Course Code:	SS5761
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims to equip students with the required knowledge and skills to modify curriculum to meet individual needs and implement effective teaching strategies in inclusive settings.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	demonstrate integration of strategies and technology that supports students with diverse educational needs;	40%
2.	critically examine the effectiveness of different instruction strategies; and	30%
3.	tailor individualized curriculum according to the learning and social needs of diverse learners.	30%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	

TLA1: Lectures

Different teaching strategies and curriculum designs will be covered in order to tailor curriculum to the diverse learning needs of students.

TLA2: Case analysis

Develop understanding through case study in order to be able to overcome different learning needs and issues.

TLA3: Group presentation

Students are required to review a topic relating to curriculum development and teaching strategies in inclusive education and present their materials to all students for further class discussion.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-3	AT1: Individualized Education Plan	30%	Individual
CILO 1-3	AT2: Group presentation	20%	Group
CILO 1-3	AT3: Examination (2 hours)	50%	Individual

AT1: Individualized Education Plan (30%)

In order to demonstrate student's competence in designing curriculum and implementing teaching strategies, each student is required to develop an individualized education plan for a student with disability.

AT2: Group Presentation (20%)

Students are required to review a particular curriculum design/teaching strategies and present their materials in class to facilitate further class discussion.

AT3: Examination (50%)

At the end of the course, students are required to attend a 2-hour examination to reflect their understanding of the materials taught.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus

Adapting the school environment; designing the instructional programme; teaching techniques and instructional adaptations; including special populations; interventions to improve academic performance; improving attention and memory; teaching study skills; strategies for cooperative learning and cooperative teaching; curriculum adaptations; student evaluation; community-based instruction and educational transitions.

2. Recommended Reading Text(s)

Essential Readings

Frederickson, N., & Cline, T. (2002). *Special educational needs, inclusion and diversity: A textbook*. Philadelphia: Open University Press.

Mastropieri, M., & Scruggs, T. (2000). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, N. J.: Merrill.

Supplementary Readings

Breakey, C. (2006). *The autism spectrum and further education: A guide to good practice*. Philadelphia: Jessica Kingsley Publishers.

Choate, J. (Ed.). (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.). Boston: Allyn and Bacon.

Freund, L., & Rich, R. (2005). *Teaching students with learning problems in the inclusive classroom*. Upper Saddle River, N. J.: Pearson/Merrill/Prentice Hall.

Friend, M., & Bursuck, W. (2002). *Including students with special needs: A practical guide for classroom teachers* (3rd ed.). Boston: Allyn and Bacon.

Johns, D., & Guetzloe, E. (Eds.). (2004). *Inclusive education for children and youths with emotional and behavioral disorders: Enduring challenges and emerging practices*. ERIC document no.ED477120.

Kame'enui, E., & Simmons, D. (1999). *Toward successful inclusion of students with disabilities: The architecture of instruction*. Reston, VA: Council for Exceptional Children.

Kluth, P., Straut, D., & Biklen, D. (Eds.). (2003). *Access to academics for all students: Critical approaches to inclusive curriculum, instruction, and policy*. Mahwah, N. J.: L. Erlbaum Associates.

Lambert, N., & McCombs, B. (1997). *How students learn: Reforming schools through learner-centered education*. Washington, D.C.: American Psychological

Association.

- Lenz, B., Deshler, D., & Kissam, B. (Eds.). (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn and Bacon.
- Lipsky, D., & Gartner, A. (1998). *Standards and inclusion: Can we have both?* Port Chester, NY: National Professional Resources. (videorecording)
- Mastropieri, M., & Scruggs, T. (2000). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, N.J.: Merrill.
- Mayberry, S., & Lazarus, B. (2002). *Teaching students with special needs in the 21st-century classroom*. Lanham, Md.: Scarecrow Press.
- Mesibov, G. (2003). *Accessing the curriculum for pupils with autistic spectrum disorders: Using the TEACCH programme to help inclusion*. London: David Fulton Publishers.
- Moore, K. (2001). *Classroom teaching skills* (5th ed.). Boston: McGraw-Hill.
- Nolet, V., & McLaughlin, M. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, Calif.: Corwin Press.
- Rathvon, N. (1999). *Effective school interventions: Strategies for enhancing academic achievement and social competence*. New York: Guilford Press.
- Reid, G. (2005). *Dyslexia and inclusion: Classroom approaches for assessment, teaching and learning*. London: David Fulton.
- Ripley, K., Barrett, J., & Fleming, P. (2001). *Inclusion for children with speech and language impairments: Accessing the curriculum and promoting personal and social development*. London: David Fulton.
- Smith, T. (2001). *Teaching students with special needs in inclusive settings* (3rd ed.). Boston: Allyn and Bacon.
- Taylor, G. (1999). *Curriculum models and strategies for educating individuals with disabilities in inclusive classrooms*. Springfield, Ill: C. C. Thomas, Publisher.
- Vaughn, S., Bos, C., & Schumm, J. (2003). *Teaching exceptional, diverse, and at-risk students in the general education classroom*. Boston: Allyn and Bacon.
- Visser, J., Daniels, H., & Cole, T. (Eds.). (2001). *Emotional and behavioural difficulties in mainstream schools*. Amsterdam: JAI.
- Winzer, M., & Mazurek K. (Eds.). (2000). *Special education in the 21st century: Issues of inclusion and reform*. Washington, DC: Gallaudet University Press.

Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings*.
Upper Saddle River, N. J.: Merrill.