

City University of Hong Kong
Course Syllabus

offered by Department of Applied Social Sciences
with effect from Semester B 2017 / 2018

Part I Course Overview

Course Title:	Curriculum and Instruction in Inclusive Schools
Course Code:	SS5761
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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%		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	Different teaching strategies and curriculum designs will be covered in order to tailor curriculum to the diverse learning needs of students.	✓	✓	✓	
Case analysis	Develop understanding through case study in order to be able to overcome different learning needs and issues.	✓	✓	✓	

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.	✓	✓	✓	
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4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: <u>50 %</u>					
Individualized Education Plan	✓	✓	✓	30%	Individual
Group presentation	✓	✓	✓	20%	Group
Examination	✓	✓	✓	50%	Individual
Examination: <u>50%</u> (duration: 2 hrs)				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individualized Education Plan	Demonstrate ability in assessment and applying instructional strategies in formulating education plan	High	Significant	Moderate	Basic	Not reaching marginal levels
2. Group presentation	2.1 Ability to offer critical opinions on a given topic 2.2 Ability to formulate arguments in a coherent manner	High	Significant	Moderate	Basic	Not reaching marginal levels
3. Examination	Demonstrate thorough understanding and be able to apply and evaluate theories into practice	High	Significant	Moderate	Basic	Not reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Plows, V., & Whitburn, B. (Eds.). (2017). Inclusive education: Making sense of everyday practice. Rotterdam: SensePublishers. (Electronic resource)
2.	Prater, M. A. (2018). Teaching students with high-incidence disabilities: strategies for diverse classrooms. Los Angeles: SAGE. (Electronic resource)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Supplementary Readings:

1.	Choate, J. (Ed.). (2000). Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.). Boston: Allyn and Bacon.
2.	Cook, R. E. (2017). Teaching exceptional children: foundations and best practices in inclusive early childhood education classrooms. New York: Routledge.
3.	Deppeler, J. (ed.). (2015). Inclusive pedagogy cross the curriculum. Bingley: Emerald. (Electronic resource)
4.	Freund, L., & Rich, R. (2005). Teaching students with learning problems in the inclusive classroom. Upper Saddle River, N. J.: Pearson/Merrill/Prentice Hall.
5.	Friend, M., & Bursuck, W. (2002). Including students with special needs: A practical guide for classroom teachers (3rd ed.). Boston: Allyn and Bacon.
6.	Helman, L., Rogers, C., & Frederick, A. (2016). Inclusive literacy teaching: differentiating approaches in multilingual elementary classrooms. New York: Teachers College Press.
7.	Kame'enui, E., & Simmons, D. (1999). Toward successful inclusion of students with disabilities: The architecture of instruction. Reston, VA: Council for Exceptional Children.
8.	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.
9.	Leko, M. M. (2016). Word study in the inclusive secondary classroom: supporting struggling readers and students with disabilities. New York: Teachers College Press.
10.	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.
11.	Mastropieri, M., & Scruggs, T. (2000). <i>The inclusive classroom: Strategies for effective instruction</i> . Upper Saddle River, N.J.: Merrill.

12.	Mayberry, S., & Lazarus, B. (2002). <i>Teaching students with special needs in the 21st-century classroom</i> . Lanham, Md.: Scarecrow Press.
13.	Mesibov, G. (2003). <i>Accessing the curriculum for pupils with autistic spectrum disorders: Using the TEACCH programme to help inclusion</i> . London: David Fulton Publishers.
14.	Moore, K. (2001). <i>Classroom teaching skills</i> (5 th ed.). Boston: McGraw-Hill.
15.	Nolet, V., & McLaughlin, M. (2000). <i>Accessing the general curriculum: Including students with disabilities in standards-based reform</i> . Thousand Oaks, Calif.: Corwin Press.
16.	Rathvon, N. (1999). <i>Effective school interventions: Strategies for enhancing academic achievement and social competence</i> . New York: Guilford Press.
17.	Reid, G. (2005). <i>Dyslexia and inclusion: Classroom approaches for assessment, teaching and learning</i> . London: David Fulton.
18.	Ripley, K., Barrett, J., & Fleming, P. (2001). <i>Inclusion for children with speech and language impairments: Accessing the curriculum and promoting personal and social development</i> . London: David Fulton.
19.	Smith, T. (2001). <i>Teaching students with special needs in inclusive settings</i> (3 rd ed.). Boston: Allyn and Bacon.
20.	Taylor, G. (1999). <i>Curriculum models and strategies for educating individuals with disabilities in inclusive classrooms</i> . Springfield, Ill: C. C. Thomas, Publisher.
21.	Vaughn, S., Bos, C., & Schumm, J. (2003). <i>Teaching exceptional, diverse, and at-risk students in the general education classroom</i> . Boston: Allyn and Bacon.
22.	Visser, J., Daniels, H., & Cole, T. (Eds.). (2001). <i>Emotional and behavioural difficulties in mainstream schools</i> . Amsterdam: JAI.
23.	Winzer, M., & Mazurek K. (Eds.). (2000). <i>Special education in the 21st century: Issues of inclusion and reform</i> . Washington, DC: Gallaudet University Press.
24.	Wood, J. (1998). <i>Adapting instruction to accommodate students in inclusive settings</i> . Upper Saddle River, N. J.: Merrill.