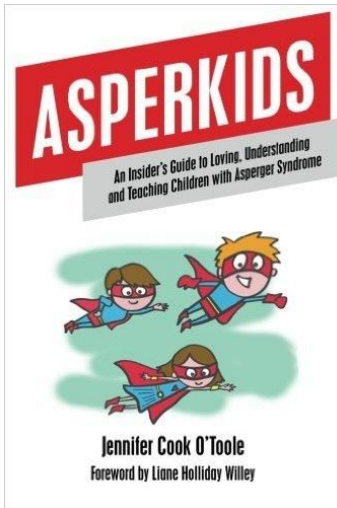


**Course Title:** Teaching Children with Asperger Syndrome



**ED 501**  
**3 credits**

**Instructor:**

Joseph C'de Baca, MaEd.

727-258-7233

teacherslearningcenter@gmail.com

Masters of Arts: Education Administration and Supervision. Full-time classroom educator of 15 years with Denver Public Schools.

- Vita on file with CSUP and also available on TLC website [here](#).

- Credentials and official transcripts currently on file with CSUP

**Contact Hours:** 3 Semester Credits courses require 45 hours of contact time.

**Registration and Course Delivery Process:**

Educators will preview and order a course at the Teachers Learning Center's website [teacherslearningcenter.com](http://teacherslearningcenter.com). They receive a course confirmation receipt email that contains the CSUP registration form or link, course Syllabus assignments, Instructions and Evaluation docs. The 'TLC-CSUP Procedures' document explains the process and instructions for taking TLC courses as well as CSUP registration procedures and policies.

Teachers are encouraged to ask questions by email and/or to call the instructor. They are also encouraged to discuss course content with friends, colleagues, and teachers in their school and professional learning community (PLC), as well as with the TLC instructor.

After the assignments are completed, educators will email them in an attachment to the instructor for grading. The assignments are read and graded according to rubrics by the instructor, who will discuss any adjustments or improvements that need to be made by students. Only one course work revision opportunity will be granted, and a final grade will be posted on the 2nd submission. Student may then order a transcript per instructions.

**Course Evaluation Process:**

Evaluation forms are emailed to the students when they register for a course and also when they receive a Course Completion email and transcripts ordering doc. They can send the completed course evaluation electronically or by US mail to TLC without a return address on the envelope for anonymity. Evaluations will be emailed or sent to CSUP.

*(course syllabus below)*

**Instructor:** Joseph C'de Baca MaEd.

**E-mail:** [teacherslearningcenter@gmail.com](mailto:teacherslearningcenter@gmail.com)

**Phone:** 727-258-7233

**Website:** TeachersLearningCenter.com

CSU-PUEBLO partners with Teacher's Learning Center (TLC) in extending graduate credit through distance learning continuing education courses. This course will appear on your CSU-PUEBLO transcript as an ED501 (Special Topic course).

## Course Description

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This course will help educators understand the learning style theories of Aspergers syndrome and the issues that Asperkids face. A variety of learning strategies and accommodations are presented in order to help students succeed in facing the challenges that schools and life present. Educators learn to maintain a structured and supportive learning environment that is conducive to the needs of Asperkids and all students. Educators will research the topic of Aspergers syndrome to see what is happening in the educational community to understand and assist asperstudents. Teachers will develop lessons and activities that demonstrate the application of concepts and learning methods that help improve the learning quality and success of Asperkids in school and society.

## Goals & Learning Objectives

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As a result of participation in this course, students will:

- Educators will learn about the theories of how and what goes on in the minds of children with Aspergers syndrome and develop an understanding of how they think.
- Teachers will examine the various ways of motivating Asperkids by finding and using areas of interest to engage Aspergers kids by listening and facilitating their passions.
- Educators will be presented with numerous approaches to help Asperkids perceive the world in concrete sequential ways as they learn random and abstract ways of thinking.
- Educators will be able to use the specific strategies to help Asperkids in preparation skills that help them with various methods of getting around obstacles and challenges.
- Teachers will develop lessons and activities that utilize various strategies in the book that help Asperkids learn practical skills so they can succeed in school and society.

## Course Readings

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Asperkids: An Insiders Guide to loving, Understanding and Teaching Children with Aspergers Syndrome. by Jennifer O'Toole.

2012 Philadelphia, Kingsley Publishers. 192 pages.

***\*Above texts are included with TLC registration costs and will be shipped directly to students upon registration.***

## Chapter Review/Reflections:

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Write several paragraphs summarizing the main ideas, knowledge or information you thought was significant from each chapter in the book. Extended bullet points of main issues are also acceptable. See rubric for guidelines.

Introduction: How Aspergers Saved my Life

1. The Theory of My Mind: How Asperkids Think
2. Special Interests: The Way In
3. All Aspies are from Missouri: Concrete Minds
4. Detour- This Way: Getting Around Learning Challenges
5. Living the Practical Life
6. Dear Santa, I'd like a Friend for a Christmas
7. Conclusion: My Father's Legacy

## Writing Assignments:

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Read the book: Asperkids An Insider's Guide to Loving, Understanding and Teaching Children with Aspergers Syndrome. by Jennifer Cook. Write chapter Reviews/Reflections for each of the chapters in the book. Research the topic and write an Article Review regarding issues related to Aspergers Syndrome. Develop a lesson/unit plan or a project/activity using information from the book. Then write a two-page Final Application Essay focusing your writings and activities on the content and strategies from the book and related assignments. Show how you can apply them to your school environment, teaching methodology and instructional practice. *See Assignment Rubrics below.*

## Required Assignments:

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1. Book readings
2. Chapter reviews/reflections
3. Research Article Review
4. Project /Activity, Lesson/Unit Plan
5. Final Application Essay

## Credit Limit and other Registration Requirements

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Students must hold a baccalaureate degree and may not schedule more than 15 semester credits for fall and spring semesters, or more than 12 semester credits for summer term.

## Format of the Course

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This course has a total of 3 individual lessons and one culmination project. You are required to complete all of the assignments in order to receive the credit for the course. The advantage of distance learning for professional educators is that you are aware of the type of learner you are, and you can dictate the completion based on your own professional goals. **Grading rubrics for each Lesson/Project are included below.** Some assignments require you to submit electronic files. Files can be saved as PDFs or Word Documents (preferred), and emailed directly to the instructor.

## Grading

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### Grading Points Distribution:

Chapter Reviews & Reflections	50
Research Article Review	20
Project or Activity	20
Application Essay	<u>10</u>
<b>Total</b>	<b>100</b>

Letter Grade	%	Possible Points	Points Earned
<b>A</b>	90-100	90 -100	
<b>B</b>	80-89	80 - 89	
<b>C</b>	70-79	70 - 70	
Only One Assignment Rewrite Allowed		Based on Rubric	<b>Score</b>

### Hours: 45 Course Work Time - 3 credits

**\*This is a 3 credit hour course. Independent study correspondence courses require 15 hours of contact time per graduate credit hour**

Book Readings	22 hours	Reading 192 Pages
Chapter Review/Reflection	8 hours	8 Chapter review/reflections writings
Research Article Review	6 hours	Research Internet article review writing
Lesson Project Activity	5 hours	Design writing of lesson/unit/project
Final Application Essay	4 hours	Writing summary course content essay

**Please see rubrics below for assessment and grading criteria.** TLC Instructor will evaluate, grade, and process your final work within 10-14 business days of receiving it. Grades will be posted within 14 days depending on the time in the term and the total volume of work being submitted to the instructor.

After the grades have been entered into the system by the instructor, you can check your grades and order official transcripts through your CSUP PAWS account. As mentioned, you will request an official transcript to be sent from your PAWS account. If taking more than one course, it is recommended to wait until ALL grade reports are received and processed before requesting transcripts. CSUP transcript information can be found at:  
 --- <http://www.CSU-Pueblo.edu/Records/Transcripts/Pages/default.aspx> .

If you have a specific deadline, please communicate your necessary completion date to TLC Instructor in advance, and we will try to accommodate requests.

# Teaching Children with Aspergers Syndrome:

## Chapter Reviews/Reflections Rubric

Chapter Reviews	Basic (30 pts.)	Proficient (40 pts.)	Advanced (50 pts.)
<p>Read the book and write chapter reviews and reflections for each chapter.</p> <p>Write 2 to 3 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes several citations or examples.</p> <p>Error-free</p>	<p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues in their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p>

## Research Article Review Rubric:

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
<p>Research course topic and locate a relevant article that relates to the course content.</p> <p>We want to see what is happening in other schools nationwide.</p> <p>Write an article review and personal reflection connecting article with the course content and school environment.</p> <p>*Include a copy of the article utilized in this assignment.</p>	<p>Writes review of article with basic citation information and briefly shows connection between course and article content.</p>	<p>Writes review of article with a few references of information.</p> <p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationship for teaching considerations.</p>	<p>Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.</p> <p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>

## Required Lesson Unit Plan or Activity Rubric

Activity Lesson/Unit Plans	Basic (10 pts.)	Proficient (15 pts.)	Advanced (20 pts.)
<p>Write a unit or lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include: staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p>	<p>Creates a general activity and lesson plan or unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving academic achievement.</p>



## Final-Application Essay Rubric

Final-Application Essay	Basic (5 pts.)	Proficient (8 pts.)	Advanced (10 pts.)
<p>Write an essay linking all the course content or assignments, and show how they can be applied to teaching students, schools, and personal development.</p>	<p>Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.</p>	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections and any state, district, or national academic standards that apply.</p> <p>Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students along with academic achievement.</p>

**\*This is a 3 credit hour course. Independent study correspondence courses require 15 hours of contact time per graduate credit hour**

### Formatting Requirements

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Use size 12 point font size and 1.5 line spacing, **Bolded headers and titles**. Use your own styling format or an APA/MA writing style format.

### Coursework Deadlines

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Final course work must be submitted to Instructor within 5 months of course registration.

## Submitting Coursework

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**Students will submit coursework to TLC via email attachment in 1 or 2 Word.doc or .pdf files**, sent directly to Instructor at [teacherslearningcenter@gmail.com](mailto:teacherslearningcenter@gmail.com)

Instructor: Joseph C'de Baca MaEd.

Phone: 727-258-7233

## Academic Honesty

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Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

### **Acts of Dishonesty Include:**

Cheating — intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication — intentional and unauthorized falsification or invention of information or citation in an academic exercise.

Facilitating Academic Dishonesty — intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism — the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration — intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions. (Source: CSU-Pueblo Catalog)

## ADA Statement

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The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

## Course Communication

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**All course communication should be directed to:**

**Instructor:** Joseph C'de Baca MaEd.

**E-mail:** [teacherslearningcenter@gmail.com](mailto:teacherslearningcenter@gmail.com)

**Phone:** 727-258-7233