Teaching Children with Asperger Syndrome
ED 501

Course Syllabus and Assignments

Credit Hours: 3 Semester Credits  Grade Type: Letter Grade


Course Description:
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.

Course Objectives:
1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

Chapter Review/Reflections: 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.

Chapters
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 Christmas
7. Perspectives on Comfort Zones
8. Conclusion: My Father's Legacy
Writing Assignments:
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.


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

Email Assignments to: teacherslearningcenter@gmail.com in 1 or 2 Word docs. Instructor: Joseph C'de Baca 727-258-7233

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>Book Readings</td>
<td>22</td>
<td>Reading 192 Pages</td>
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<tr>
<td>Chapter Review/Reflections</td>
<td>8</td>
<td>8 Chapter review/reflections writings</td>
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<tr>
<td>Research Article Review</td>
<td>6</td>
<td>Research Internet article review writing</td>
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<tr>
<td>Lesson Plan Project Activity</td>
<td>5</td>
<td>Design writing of lesson/unit/project</td>
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<tr>
<td>Final Application Essay</td>
<td>4</td>
<td>Writing summary course content essay</td>
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ADA Statement: 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 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 need.
# Teaching Children with Asperger’s Syndrome

## Course Assignments and Rubrics: Chapter Reviews/Reflections

<table>
<thead>
<tr>
<th>Chapter Reviews/Reflections</th>
<th>Basic (30 pts.)</th>
<th>Proficient (40 pts.)</th>
<th>Advanced (50 pts.)</th>
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<tr>
<td>Read the book and write chapter reviews and reflections for each chapter. Write several paragraphs about the ideas, knowledge, and information that you thought was significant from each chapter. Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching. Expanded bullet points of main issues are also acceptable. Include your personal experiences, ideas, and critical analysis.</td>
<td>Writes a basic narrative of the chapters’ contents. Includes major points expressed by the author. Includes at least one citation or example.</td>
<td>Writes a general narrative of the chapters’ contents with limited personal reflection. Expresses major points of each chapter. Writing includes any state, district, or national academic standards that apply. Includes several citations or examples.</td>
<td>Writes a complete narrative of the main points of each chapter. Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience. Expresses major points of each chapter and provides in-depth elaboration. Includes any state, district, or national academic standards that apply. 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.</td>
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### Academic Honesty:

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.
**Research Article Review Rubric Assignment:**

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

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**Required Activity/Project or Lesson/Unit Plan Rubric**

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<tr>
<th>Activity Lesson/Unit Plans</th>
<th>Basic (10 pts.)</th>
<th>Proficient (15 pts.)</th>
<th>Advanced (20 pts.)</th>
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<td>Write a lesson or unit plan, an activity or project that demonstrates the course concepts in a school classroom or instructional environment. Other activities include: staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</td>
<td>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.</td>
<td>Creates a general activity and lesson plan or unit plan that demonstrates two or more course applications of the various topics or concepts. Includes any state, district, or national academic standards that apply. Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</td>
<td>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles. Contains concrete and abstract activities for practical classroom applications of several concepts from the course content. Addresses any state, district, or national academic standards in the activity. 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.</td>
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Final-Application Essay Rubric Assignment

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<tr>
<th>Final-Application Essay</th>
<th>Basic (5 pts.)</th>
<th>Proficient (8 pts.)</th>
<th>Advanced (10 pts.)</th>
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<td>Write an essay linking all the course content or assignments, and show how they can be applied to teaching students, schools, and personal development.</td>
<td>Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.</td>
<td>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments. Writing addresses any state, district, or national academic standards. Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</td>
<td>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools. Includes student's personal and experiential reflections and any state, district, or national academic standards that apply. 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. Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students along with academic achievement.</td>
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*This is a 3 credit hour course. Independent study correspondence courses require 15 hours of contact time per graduate credit hour*

**Academic or Common Core Standards:** Academic standards that may apply to this course will vary from state to state. Educators will visit their district or state educational websites for academic standards that may apply. If your school or district is using or plans to use Common Core Standards please include them in your assignment writings.