

**University of North Texas at Dallas
Summer 2014
SYLLABUS**

EDSP 3210D-090: EDUCATIONAL ASPECTS OF EXCEPTIONAL LEARNERS - 3 HRS	
Division of Education and Human Services	
Instructor Name:	Dr. Paulette C. Walter
Office Location:	Dal 1 #252
Office Phone:	(972) 762-6265 (cell)
Email Address:	Paulette.Walter@untdallas.edu
Office Hours: Monday - Thursday 9:00AM – 10:00 AM, Fri times by appointment only.	
Classroom Location:	DAL1 252
Class Meeting Days & Times:	Mondays -Thursday) 10:00 AM to 11:50 AM, 6/2/14 - 7/3/14
Tk20:	Disability Resource Notebook (see syllabus for details)
Course Catalog Description:	Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher's role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined.
Prerequisites:	N/A
Required Text:	Heward, William L. (2013). <i>Exceptional Children: An Introduction to Special Education</i> . (10 th ed). Boston: Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com

Course Goals: Students will:

1. Understand the legal foundation for special education services.
2. Demonstrate knowledge of state and federal rules and regulations.
3. Demonstrate knowledge of disabilities and their characteristics.
4. Develop a knowledge base of adaptations that may accommodate the exceptional learners.
5. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.
6. Accept their responsibilities to the exceptional child in referrals, collaborating with special education personnel, and developing Individual Educational Plans (IEP).

Course Content Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

Course Outcomes: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.

4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

The competencies for this course are taken from: (1) *The Council of Exceptional Children Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums*; (2) *Texas Educational Agency – Special Education Early Childhood – 12th grade Standards*; & (3) *The Interstate Teacher Assessment and Support Consortium*.

Course Goals	TEA-SPED (EC-12)	CEC	InTASC
1. Understand the legal foundation for special educational services.	I	I	I
1. Demonstrate a knowledge of state and federal rules and regulations.	II	VI	I
2. Demonstrate a knowledge of disabilities and their characteristics.	IV	II	II
3. Develop a knowledge base of adaptations to accommodate exceptional learners.		III, IV	III
4. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.		V	III, IV
5. Accept their responsibilities to exceptional learners in referrals, collaborating with the family, school officials, special education personnel, and community systems and developing Individual Educational Plans (IEP).	III	V	VI, X
6. Demonstrate knowledge of major learning theories and the developmental aspects of learning.		III	III, IV
<p>Diversity/Multiculturalism: Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.</p>			

COURSE OUTLINE: (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/READING ASSIGNMENT/CHAPTERS	PACING GUIDE
Week 1 June 2	Intro to course and syllabus review (M) Understanding Whole Brain Notebook (M) Note - Notebook (M) Exceptional & Special Education (T) Historical & Current Perspectives (W) Multicultural & Bilingual Aspects & Parents and Families (R)	Buy textbook & <i>Organize your calendar!</i> Read Chapters 1-4 <i>Mills v. Bd. Of Education</i> <i>PARC v. Pennsylvania</i> <i>Race, Gender, & Sexual Orientation Examples</i> *WBN 1-4 <i>Exam 1 (R) Chapters 1-4</i>
Week 2 June 9	Intellectual Disabilities (M & T) Gifts & Talents (M & T) Learning Disabilities (W & R) Dyslexia (W & R)	Read Chapters 5 & 15 Educating Peter Activity Read Chapter 6 *Interview with a person with a disability Fat City Activity *Journal Critique #1 (R)
Week 3 June 16	Attention Deficit Disorder/Hyperactivity (M & T) Emotional/Behavioral Disorders (T,W, & R)	Read Chapter 7 Read Chapter 8 *WBN 5-8, 15 <i>Exam 2 Chapters 5-8, 15</i>
Week 4 June 23	Communication Disorders (M) Autism Spectrum Disorders (T & W) Physical Disabilities (R)	Read Chapter 9 Read Chapter 12 Read Chapter 14 <i>Journal Critique #2</i>
Week 5 June 30	Low Incidence Disabilities (M) Deaf or Hard of Hearing (T) Visual Impairments (T & W)	Read Chapter 13 Read Chapter 10 Read Chapter 11 *WBN 9-14 *Disability Resource Notebook IEP Meeting <i>Exam 3 Chapters 9-14</i>

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism: Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.

5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

COURSE EVALUATION METHODS:

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

List of Assignments to Demonstrate Your Knowledge - Portfolio

Introduction and Extroduction Activities (20 Points)

The introduction and extroduction activities consist of the following projects and are valued at 10 points each, however, in order to continue with the course, you **MUST** complete the introduction activity: Introduction activity is a “welcome to my class” scavenger hunt of the course syllabus, while the Extroduction to be completed and turned in with your 3210 Portfolio is your “reflection” of the 6 course goals-found in the syllabus. You must reflect on the entire course and identify what activities you did to help you meet the goals of the course. Details are critical.

Participation (140 Points): You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. For each chapter, you will have a 10 question, multiple choice/true false **PROBE**. After you complete the probe, you are responsible for scoring it and reviewing. The goal is to reflect on your responses in order to inform how you should better prepare for the course information. Special Note - later the probes become the basis for the Exams. Probe items appear in the exact same order as they are introduced to you. You are solely responsible for items on the probes and exams whether they are covered in class or not. All probe and subsequent exam items are taken from the text and are predetermined by the text publisher.

Literature Review Research Activity (50 Points): You have one literature review research activity.

This assignment is located at the end of the syllabus. Complete and timely submission of work is also required. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means all word-processed work will be in APA writing style **ONLY**.

Whole Brain Notebook (60): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory,

visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Journal Critique (2 @ 50 = 100 Points): Each student will complete two (1-3 pages) critiques of two different peer reviewed journal articles related to an exceptionality presented in class or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “**Journal Critiques.**” The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009. **Journal articles should be a minimum of three pages of text.** A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor **before the due date.**

Interview with a Person with a Disability/Family Member of a Person with a Disability (30 Points): Identify and interview a person with a disability. You may not interview someone in your family however; if you have a family member with a disability, you may share your family member with another classmate.

Disability Resource Notebook (100 Points): You will select two disabilities of interest to you and organize a comprehensive resource notebook that may be used in your classroom. DRN must be over a disability provided for in the Individuals with Disabilities Education Act. The notebook may serve as a resource to you, other school professionals, your students and their families. Your Disability Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted in an organized in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information of the section. In conclusion, this Disability Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the disabilities.

Disability Categories which you **MUST** select TWO!

1. Specific Learning Disabilities
2. Emotional Behavior Disabilities
3. Cognitive or Intellectual Disabilities
4. Autism Spectrum Disabilities
5. Traumatic Brain Injury
6. Speech and Language
7. Physical Disabilities

Exams (3 exams @ 50 = 150 Points): There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions. Lastly, the exams are constructed using the identical questions from the weekly probes.

Extra Credit:

Throughout this semester, **if** there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important

part of your participation in this class. Once available, the spring administration of the SETE will remain open through the week of finals.

Assignment	Points
Intro/Extro Activities	20
Participation	140
Whole Brain Notebook	60
Literature Review Research	50
Exams	150
Interview	30
Journal Critiques	100
Disability Resource Notebook	100
Extra Credit (25 points maximum)	-----
TOTAL	650

Grade Determination:

<u>GRADE</u>	<u>POINTS</u>
A.....	585-650 (90-100%)
B.....	520-584 (80-89%)
C.....	455-519 (70-79%)
D.....	390-454 (60-69%)
F.....	389 and below

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor’s discretion.**

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE: The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

****Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral

problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

Written Assignments: All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campus main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one’s personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty

includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

**INTERVIEW A PERSON WITH A DISABILITY OR
FAMILY MEMBER OF A PERSON WITH A DISABILITY**

Interview Guidelines

- Become familiar with the disability by reading the chapter and exploring the accompanying web site.
- Be sensitive.
- Use person first language.
- Identify a person with a disability or a family member of a person with a disability.

Sample Questions

1. What is your name, age, grade, etc? (include all personal information; however use fictitious name in report and class discussion)
2. When was the disability diagnosed?
3. What was the reaction of the family to the disability?
4. In your own words, describe your disability.
5. What is it like to have _____?
6. Tell me about your educational experiences, experiences in the home and community.
7. Do you have friends with _____?
8. What activities are you involved in after school or work (music, sports)
9. What is/was your favorite part of school? Why?
10. Who is/was your favorite teacher? Why?
11. What do you want to be when you grow up? or What career are you currently working?
12. Did your disability have an effect on your career choices? How?

The final product should be a three to four page double spaced paper summarizing the interview. State each question and then follow up with the response. Double space between individual questions. Personal statements reflecting your reaction to the overall interview must be included and will be 30 percent of the overall grade.

DISABILITY RESOURCE NOTEBOOK

For each disability category include:

1. Fact Sheet--A one to two-page fact sheet that describes the disability. You may create your own or use one developed by professional organizations or other sources. Be sure to include citations/references if you are using one you did not create.
 - a. one to two-page fact sheet that describes the disability
 - b. includes clear description of disability
 - c. includes characteristics of disability
 - d. included citations
 - e. organized and easy to follow

2. Organizations and Services—Review organizations and services that benefit students with the disability you have chosen. Include a minimum of FIVE organizations and services and provide a detailed description in the following areas: (a) local, (b) state and (c) national organizations that work on behalf of students with the disability and their families. All notebooks should include the Council for Exceptional Children (www.cec.sped.org), as well as Advocacy Inc. (www.advocacyinc.org).
 - a. detailed description of local organizations
 - b. “extra” information elaborating on local organizations (e.g., WebPages, pamphlets, brochures)
 - c. detailed description of state organizations
 - d. “extra” information elaborating on state organizations (e.g., WebPages, pamphlets, brochures)
 - e. detailed description of national organizations
 - f. “extra” information elaborating on national organizations (e.g., WebPages, pamphlets, brochures)
 - g. Council for Exceptional Children (www.cec.sped.org)
 - h. Advocacy Inc. (www.advocacyinc.org)
 - i. Organized and easy to follow

3. Evidenced Based Teaching Practices --Provide detailed evidenced based teaching practices specific to students with the disability you have chosen. For students with learning disabilities, you might investigate suggestions on the LD online web page http://www.ldonline.org/ld_indepth/teaching_techniques/strategies.html. A minimum of five evidenced based teaching practices are expected.
 - a. detailed teaching tips, minimum 5
 - b. included citations
 - c. organized and easy to follow

4. Assistive Technology—Include assistive technology that might be available to the group you have chosen. For example, students with learning disabilities or visual impairments might make use of an eReader. List the device/software, where it can be obtained, and cost. You may include other information that might be useful to you.
 - a. detailed assistive technology, minimum 3
 - b. list the device/software, where it can be obtained, and cost
 - c. organized and easy to follow

5. Web Resources--Review the web and locate resources that benefit students with the disability you have chosen. Include a minimum of five resources with brief synopsis in each of the following areas: (a) teachers, (b) parents, and (c) students.

- a. detailed description of web resources for teachers
- b. "extra information elaborating on web resources for teachers (e.g., WebPages)
- c. detailed description of web resources for parents
- d. "extra information elaborating on web resources for parents (e.g., WebPages)
- e. detailed description of web resources for students
- f. "extra information elaborating on web resources for students (e.g., WebPages)
- g. organized and easy to follow

6. Additional disability information as given to class.

7. Additional resources

All notebooks should include the Council for Exceptional Children (www.cec.sped.org). as well as Advocacy Inc. (www.advocacyinc.org).

Bi-lingual information

Information for military families

8. Include a complete reference page

Course Assignment Completion Log

Assignment	Points	Score																																									
Intro/Extro Activities	20																																										
Participation	140	<table border="1" style="width: 100%; height: 100%;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																									
Whole Brain Notebook	60																																										
Literature Review Research	50																																										
Quizzes	150																																										
Person With A Disability Interview	30																																										
Journal Critiques	100																																										
Disability Resource Notebook	100																																										
Extra Credit (25 points maximum)	-----																																										
TOTAL	650																																										

JOURNAL CRITIQUES EXAMPLE

How To Critique a Scholarly Journal Article

The purpose of this activity is to help you begin to use special education literature to find teaching techniques/strategies to meet the instructional and management needs of your students, as well as use APA STANDARDS to write with clarity. You will complete two journal critiques related to a disability presented in class or one pre-approved by the instructor. The critiques will be submitted at various points throughout the course, so consult the Course Schedule for due dates.

Your response must be typewritten. Attach the article to the critique with a **paper clip**. Your task is as follows:

During this semester, select your journal article(s) (found in special education journals) that addresses instructional or management methods/procedures you could use to support students with the exceptionality you have chosen.

I. Citation

- A. Provide a full APA citation of the article to include author(s), title of article, and name of journal, volume and pages. For example:

McFarlane, J., Malecha, A., Gist, J., and Watson, K. 2002. An In- Depth Analysis of California's Use of Adult Incarceration for Juveniles: It's Affects and After- Affects. Journal of Criminal Justice, Vol. 51(6), 347- 594.

II. Topic

- A. Briefly describe the topic of the journal article (hint: it's usually in the article's title). Identify the major and minor objectives of the article as well
- B. Identify and define the important concepts focused on by the author. Are the definitions clear, in your opinion?

III. Theory/Research Methods

- A. Is the author being guided by a particular theoretical perspective? If so, what is it and how does he use this theory to understand the problem?
- B. Does the author collect data? If so, what method does he use (survey, field observation, use of existing sources, experiment, and is it cross- sectional or longitudinal in design)?
- C. How clearly does the author indicate the above?

IV. Main Ideas

- A. Summarize the article's content. In doing so, what is the author's major argument?
- B. What are the supporting arguments?
- C. Are the ideas clearly presented?

V. Conclusions

- A. What conclusions does the author(s) make?

VI. Reflection

- A. In your opinion, do the data support the conclusions being made by the author?
- B. In your opinion, are the results thought provoking?

- C. In your opinion, what could be done to improve the research?
- D. What was the most important thing you learned by reading and critiquing this article?

*****REMEMBER YOU MUST USE APA FORMAT AND WRITING STYLES – SEE THE APA MANUAL TO ASSIST YOU. ALSO, SEE HOW YOUR ARTICLE IS FORMATED AND THE WAY IT'S WRITTEN CAN ALSO HELP YOU UNDERSTAND HOW TO WRITE IN APA FORMAT.**

EDSP 3210 – Guided Note Card

Disability & Facts	
IDEA Definition	
Characteristics	
Identification & Assessment	
Educational Approaches	

Chapter 1	Chapter 2	Chapter 3	Chapter 4
<ul style="list-style-type: none"> - Cystic Fibrosis - Hydrocephalus - Phenylketonuria - Down Syndrome - Muscular Dystrophy - Retinopathy of Prematurity - Traumatic Brain Injury - Americans with Disabilities Act - Education for All Handicapped Children Act - Individuals with Disabilities Education Act 	<ul style="list-style-type: none"> - Pre-referral Teams - Progress Monitoring - Self-Determination - Cooperative Teaching - Individualized Education Program - Transition Plans - Modifications - Supported Employment - Accommodations - Adaptations - Tiered Assignments - Universal Design - Cochlear Implants 	<ul style="list-style-type: none"> - Multicultural Education - Subculture - Response to Intervention - Screening - Native Language - Curriculum Based Measurement - Mnemonics - Scaffolded Instruction - Shelter English Approach - Cooperative Learning 	<ul style="list-style-type: none"> - Family Centered Model - Family Interactions - Family Life Cycle - Wraparound Service Systems - Functional Behavioral Assessment - Guardianship - Positive Behavioral Intervention and Support - Due Process
Chapter 6	Chapter 7	Chapter 8	Chapter 9
<ul style="list-style-type: none"> -Graphic Organizers -Scaffold Instruction -Mnemonics -Task Analysis -Decoding -Locust of Control -Pragmatics -Syntax -Semantics -Meta Cognition -Phonology -Learned Helplessness 	<ul style="list-style-type: none"> -Conduct Disorder -Strauss Syndrome -Basal Ganglia -Dopamine -Frontal Lobes -Cerebellum -Executive Functions -Preservation -Candate 	<ul style="list-style-type: none"> -Comorbidity -Internalizing Behavior -Externalizing Behavior -Aggression -Enuresis -Encopresis -Interim Alternative Educational Setting (IAES) 	<ul style="list-style-type: none"> -Echolalia -Schizophrenia -Autism Spectrum Disorders -Psychoanalytic -Androgen -Extreme Male Brain -Autistic Savant -Pragmatics -Theory of Mind -Stereotypic Behaviors -Executive Functions -Central Coherence -Communicative Intent -Hidden Curriculum
Chapter 14	Chapter 13	Chapter 10	Chapter 11
<ul style="list-style-type: none"> -Acute -Chronic -Episodic -Congenital Anomaly 	<ul style="list-style-type: none"> -Behavior Management -Behavior Modication -Open Head Injury -Closed Head Injury 	<ul style="list-style-type: none"> -Augmentative or Alternative Communication -Expressive Language -Morphology 	<ul style="list-style-type: none"> -Adventitiously Deaf -Decibels -Congenitally Deaf -Postlingual Deafness

<ul style="list-style-type: none"> -Adaptive Behavior -Choreoathetoid -Atonic -Epilepsy -Spasticity -Acquired Immune Deficiency Syndrome -Human Immunodeficiency Virus -Phenylketonuria -Neurotoxin -Adaptive Devices -Supportive Employment -Attention Deficit Disorder 	<ul style="list-style-type: none"> -Traumatic Brain Injury -Motor Speech Disorder -Down Syndrome -CHARGE Syndrome Coloboma -Braille -Usher Syndrome -Meningitis -Hand-Under-Hand Guidance -Choanae -Rubella -Touch Cues -Daily Living Skills 	<ul style="list-style-type: none"> -Receptive Language -Language Disorders -Dialect -Phonological Awareness -Language-Baâsed Reading -Dysfluencies -Cerebral Palsy -Aphonia -Resonance 	<ul style="list-style-type: none"> -Cochlea -Tympanic Membrane -Auricle -Malleus -Vestibular Mechanism -Hertz -Speech Reception Threshold -Audiometric Zero -Brain-Stem Evoked-Response Audiometry -Otitis Media -Congenital Cytomegalovirus -Connexin 26 Gene
Chapter 5	Chapter 15		
<ul style="list-style-type: none"> -Adaptive Behavior -Levels of Support -Practical Intelligence -Social Intelligence -Supports -Amniocentesis -Chorionic Villus Sampling -Fetal Alcohol Syndrome -Prader-Willi Syndrome -Chromosomal Disorder -Fetal Alcohol Spectrum Disorder -Down Syndrome -Anoxia -Chronological Age -Mental Age -Behavioral Phenotype -Metacognition -Working Memory -Gullibility -Self-Regulation 	<ul style="list-style-type: none"> -Creativity -Giftedness -Precocity -Genius -Insight -Talent -Twice Exceptional -Acceleration -Enrichment 		

Whole Brain Notebook – Example

Chapter 's Name: The American Law
Professional Language Vocabulary 1 of 14
Date: Dec 04, 2004

1. Vocabulary Concept or Term:

Social Justice

2. Definition:

Social Justice is based on the concept of human rights and equality among various social classes in a society.

3. Locate a visual graphic that represents the concept and it's definition (*see below*)



4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:

The image symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represents harmony and equality and that every human has the right to equal and just treatment.

Journal Critique Evaluation

Requirement	Assessment	Points Earned
Was the correct APA Guidelines and Citation included? -Title Page -Running Head -Header 1 and Header 2 -Reference -APA style in article citations	0 3 5 7	____ / 7
Was a Topic of the article presented?	0 3 6 8 12	____ / 12
Was Research Methods of the article presented?	0 3 6 8 12	____ / 12
Was Main Ideas/Impressions made of the article's information to your current/future teaching?	0 3 6 8 12	____ / 12
Was a Conclusion presented?	0 3 5 7	____ / 7
Total Points Earned		____ / 50

ABBREVIATED LIST OF SPECIAL EDUCATION JOURNALS

- Career Development for Exceptional Individuals
- Exceptional Children
- Focus on Exceptional Children
- Gifted Children Quarterly
- International Journal of Disability Development and Education
- Intervention in School and Clinic (Academic Therapy)
- Journal of Learning Disabilities
- Journal of Special Education
- Mental Retardation and Developmental Disabilities
- Remedial and Special Education
- Teaching Exceptional Children
- Journal of Applied Behavior Analysis
- Journal of the Association of Persons with Severe Handicaps
- Learning Disability Research and Practice
- Behavior Change

Literature Review Research Activity

The seminal work in the field of autism began with the publication of two scientific papers published only one year apart. In 1943, Leo Kanner reported on cases of children, whom he labeled as autistic, who had major problems in communication and social interactions, as well as bizarre repetitive movements and an obsessive dislike of change. In 1944, Hans Asperger reported on cases of children, whom he referred to as having autistic psychopathy, who displayed normal intelligence and language but who were socially isolated and had obsessive interests in extraordinarily narrow areas. Your task is to find copies of the original papers and to compare and contrast and discuss the major characteristics of autism and Asperger syndrome as outlined in Kanner's and Asperger's papers. Point out similarities, as well as differences between the two sets of characteristics. I would encourage you to create a matrix that details the compare and contrast the two findings prior to creating your narrative, which explains your findings.

Topic: Search the syllabus, and Type the topic of the week in this location		
K	W	L
What do you think you KNOW about the topic?	What do you WANT to know about the topic?	What did you LEARN about the topic
With knowing the topic and possibly skimming over the chapter, answer the above question.	After stating what you think you know about the topic, share a few items on concerning what you want to know.	After class discussion and activities, in concert with your reading, share what you learned.

APA Literature Review Research

Criteria	Unsatisfactory	Acceptable	Advanced	Score
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	Includes: - Page Header - Running Head - Title - Name - Institutional Affiliation	
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	Includes: -2 Paragraphs on what the author (s) did (e.g., purpose, how the study was conducted) - 2 Paragraphs on what was learned - Article attached	
Analysis	Includes: 2 or fewer criteria	Includes: 3 out of 4 criteria	Includes: - Compare and contrast of articles - Develop a matrix to illustrate key points - What question (s) were not addressed - What are the overall implications of the work?	
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	Includes: - 2 Paragraphs of how you will apply what you learned to your current or future work - 1 Paragraph that serves as an overall conclusion	
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	Includes: - APA (2011) writing conventions (this is not an exhaustive list) - Double Spaced - Punctuation - Paragraph Construction - Spelling - Active Voice - Parenthetical References - Use of “and “ and “ampersand” - Direct Quotes (optional) - Level Three Headings	
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	Includes: - “Reference” centered as a level 1 heading - APA (2011) writing conventions - Double Spaced - Hanging Indent - Date - Article Title - Electronic Version - Volume Number - Page Numbers - Punctuation	23

Chapter Review

Name:	Chapter:
Most Important Concept or Idea:	Most Challenging Concept or Idea:
Concept or Idea I want to Discuss:	Illustration/Sidebar/Graph most helpful to my Comprehension:



Welcome to my class. Using the course syllabus, locate the following information?

1. What is your professor's name?
2. Where is your professor's office located?
3. List two ways you may contact your professor.
4. What are the course goals of this course?
5. What materials will you need to be successful in this course?
6. How will probes be conducted?
7. When are the course exams and how are they constructed?
8. What are the essential theoretical concepts framing this course?
9. When citing resources, what writing styles will you use?
10. How will your final grade be determined in this course? (What are the assignments and how many points is each assignment worth)?
11. What is your professor's opinion on cell phones and other electronic devices in class?

12. Check any of the following items, which are true regarding doing well in this class:

<input type="checkbox"/>	I must attend class every class session
<input type="checkbox"/>	I can develop excuses for why MY work isn't done
<input type="checkbox"/>	I must complete all assignments on time to MY best
<input type="checkbox"/>	I have to study material I am not familiar with
<input type="checkbox"/>	I can spend class time texting and chatting on Facebook
<input type="checkbox"/>	I must participate in class discussions
<input type="checkbox"/>	I can doze off in class
<input type="checkbox"/>	I should read all course material including the syllabus
<input type="checkbox"/>	My Professor is responsible for my learning
<input type="checkbox"/>	I expect to be challenged; meaning this class should be different in every way from any other class I have already taken, including exposing me to a new way of learning

13. Also, list two questions that you have about this course that are not answered on the syllabus.

Upon completion, please sign stating that you understand and agree to adhere to the document as outlined.

Signature _____ Date _____