

## Syllabus

C.D. 35 Exceptional Child

Campus: Sanger

Instructor: Derold Franks

Telephone: 637-1222

Text: Exceptional Children: Introduction to Special Education (sixth edition)

### General Topics to be Covered:

1. Exceptional children and special education.
2. The gifted and talented.
3. Children with mental retardation.
4. Children with learning disabilities.
5. Children with hearing & visual impairments.
6. Children with communication disorders.
7. Children with behavioral problems.
8. Multicultural and bilingual aspects of special education.
9. Children with physical disabilities.

### Course Objectives:

1. Gain insight into the history of the discipline and how it has evolved over the years.
2. Recognize the importance of the classic studies in special education research, their relevance to the lives of the special needs child and the family.
3. Identify major causal factors affecting the child with special needs.
4. Demonstrate skills of critical observation of handicapped children, applying knowledge of trends and theories in understanding these children.
5. Write analytically and critically in one research paper relevant to the topic.

Course Requirements: The student is required to complete all assigned readings, tests and course projects if an A is desired. The final grade will be determined by the total points accumulated by the end of the semester, and the following percentages will be used:

A = 100 - 90%

B = 89 - 80%

C = 79 - 70%

D = 69 - 60%

F = 59% and below

Make-up tests must be completed before the next class meeting and must be done on the student's own time. Any missed assignments or notes are the responsibility of the student. Attendance

Policy: excessive absences (i.e., 3 or more) may result in the student being dropped from the class. The point system that will be used is as follows:

	<u>Total Points</u>
1. Exams (four exams at 100 points each)	400
2. Case study	100
3. Term paper (At least 4 pages - typed)	125
4. Class participation	<u>25</u>
	650

Note: Drop Deadline is Friday, October 13, 1995. The first exam will be used to evaluate progress prior to the end of the ninth week.

## Course Calendar

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/16	First class meeting - review course requirements	----
8/23	Exceptionality and Special Education	Ch. 1
8/30	Current Trends and Issues	Ch. 2
9/6	Infants and Young Children w/Special Needs	Supplemental Reading
9/13	<u>Test</u> --supplemental readings, lecture material & Text (Ch. 1, 2)	
9/20	Multicultural & Bilingual Aspects of Special Ed.	Ch. 3
9/27	Mental Retardation	Ch. 4
10/4	Learning Disabilities	Ch. 5
10/11	<u>Test</u> --assigned readings, lecture material & Text (Ch. 3, 4 and 5)	
10/18	Emotional or Behavioral Disorders	Ch. 6
10/25	Communication Disorders	Ch. 7
11/1	Hearing Impairments	Ch. 8
11/8	<u>Test</u> --Assigned readings, lecture material & Text (Ch. 6, 7 and 8)	
11/15	Visual Impairments <u>Note: Course Projects Due</u>	Ch. 9
11/22	Physical Disabilities	Ch. 10
11/29	The Gifted and Talented	Ch. 11
12/6	Parents & Families of Exceptional Children	Ch. 12
12/13	<u>Final Exam</u> --Assigned readings, lecture material & Text (Ch. 9, 10, 11 and 12)	

## CD 35 Projects

### Term Paper

Point Value: 125 pts.

Purpose: To provide each student an opportunity to explore and write about a specific area of interest related to child development.

Procedure: Each student will select an area of interest and write at least four pages on a topic. All papers must be typed (double spaced) and include a reference section (i.e., works cited). Topic areas must be approved by the instructor. Note: the four pages covering the topic do not include the reference section.

### Child Observation

Point Value: 100 pts.

Purpose: To provide the student with an opportunity to become more adept at observing children with special needs and writing specific behavioral observations.

Procedure: Each student will select a child with special needs for observation. Students will be required to observe the child on 2 separate occasions for at least 60 minutes. These visitations must be cleared with the instructor.

#### Format:

##### I. Introduction

- A. Child's first name only and age.
- B. Brief description of child - include handicapping condition, size, dress, gait, etc.
- C. Your reason for the selection of this child for case study.
- D. Any other information - health or educational problems (e.g., repeating a grade, stutters, shy, etc.).

##### II. Observation sheets in order

- A. Narrative description of what behavior you observed - be specific.

##### III. Sample of child's art work - include a brief description or explanation of the work.

##### IV. Summary

- A. What you have found out about this child. Characteristics of children with similar exceptionalities. What you have found out about this age group.
- B. What changes, if any, you observed in this child.
- C. Any other comments or findings. Describe strengths or weaknesses.