

Syllabus

CD 35: Exceptional Children

This course is a general introduction to the characteristics of the exceptional learner and the current trends and theories in special education services. The special needs of the child and the effects on family systems will be explored. This is a specially designed course for potential educators, as well as those preparing to work in a wide variety of other fields related to the child with special needs in our society.

INSTRUCTOR JoAnn Johnson, MA, ECSE

OFFICE HOURS TBA by appointment
Voice Mail 324-6450 Ext. 3976

TEXT Exceptional Learners: Introduction to Special Education (8th Ed.) Hallahan & Kauffman

CREDIT 3 UNITS

COURSE OBJECTIVES

The student will;

1. Gain insight into the history of education of the exceptional learner and how special education services has evolved over the years.
2. Recognize the importance of the classic studies in special education research, their relevance to the lives of the child with special needs and his or her family.
3. Demonstrate skills of critical observation of the exceptional learner, applying knowledge of trends and theories in recognizing and understanding the child's special needs.
4. Write one research paper and several smaller assignments relevant to topics in the course outline.

TEST & ASSIGNMENT POLICIES:

1. Tests and assignments will be graded on a point system and converted to a final letter grade. The student is encouraged to keep track of his/her points throughout the semester to determine current performance and to anticipate future needs. Direct advising with the instructor regarding the student's current status is available by appointment **ONLY**.

2. All out-of-class written assignments submitted must be **TYPED** and labeled with the student's name, the date, and the title of the assignment and class.

3 **LATE ASSIGNMENTS:** An automatic 10 points **MAY** be taken off any late assignment. The assignment may not be accepted after 1 week past the due date. Assignments are collected at the **beginning** of the class on the due date. Any assignments turned in after that time will be considered **LATE**.

4. If the student is unable to attend class on the due date of assignments; every opportunity to send the homework with a fellow classmate is expected to be used. Assignments left in the instructor's mail-box on campus **will be considered late** if not available to be picked up by the instructor on morning of the due date.

(REMEMBER According to this stated policy; it is the student's sole responsibility to be sure the instructor receives the assignment on the due date!!!)

5. It is strongly recommended you make a photocopy of any major papers or assignments submitted.

6. Make-up quizzes may be made up on the last day of the class, at the discretion of the instructor and if they do not disrupt the class presentation. The student is still expected to submit any out-of-class written assignments on the due date as previously noted. Only one make-up quiz is allowed; additional missed quizzes will be scored with a zero.

7. **Communication with me is important!** If you have an emergency and will not be attending class or a scheduled lab day, you must leave a message at the above listed voice mail number. * **Do not call the campus office to leave me an emergency message!!!**

DROP POLICY

Consult the college schedule of classes for the last date to drop for full refund and without receiving a "W" on your transcription. It is the **STUDENT'S RESPONSIBILITY** to drop the class by the due date, in the admission's office.

PLEASE

NO CHILDREN IN CLASS!

BE RESPECTFUL OF OTHERS REGARDING PHONES, PAGERS, ETC.

NO FOOD OR DRINK ALLOWED IN CLASS (BREAKS WILL BE PROVIDED)

ATTENDANCE/PARTICIPATION: All students are expected to attend ALL classes. Students missing over (3) lecture classes will have the final grade dropped by one letter grade. Students are expected to complete out-of-class observations and submit a written summary of the observation of four different children with special needs. (See "Class Assignments" handout for further details.)

Responsible and appropriate student participation is expected in class and in the out of class observation. Excessive talking, eating in class, etc. may result in a temporary dismissal from the class and a loss of attendance credits. PLEASE

NOTE: In-class assignments for points cannot be made up nor will extra credit be granted

GRADING SCALE

<u>Assignments</u>	<u>Points</u>	<u>Grade</u>
Chapter Homework	50	A = 315 -350
Class Quizzes (6)	60	B = 280 - 314
Observation Reports (4)	100	C = 245 - 279
Discussion Topics/Articles (4)	80	D = 210 - 244
Book Report *	10	F = 209 & below
Final Group Project	50	

* Oral book report to class (vs. written report) is worth 20 pts.

CD 35: CLASS ASSIGNMENTS

Chapter Homework - (10) 5 points each The homework will be provided as "Study Guides," due at specific dates and used, following their submission to the instructor for points, as student's study guides for the quizzes. Points will be deducted for late submissions, poor legibility, incomplete or unclear answers, etc. Typing of the answers is encouraged, but not required.

Quizzes - (6) 10 points each Quizzes will cover the assigned homework information obtained from the text. Extra credit opportunities may be provided covering lecture and in-class topics (example: information from videos) **One** make-up quiz may be provided on the last day the class meets, at the instructor's discretion. The make-up quiz may cover a broader range of topics than the original quiz it replaces. Only excused absences on days of the quiz will be considered for make-up quiz opportunities.

Observation Reports - (4) 25 points each The student will select four different people/children to observe/interview for 60 minutes. The observations are to take place in a typical setting for the individual observed. The objective of the observation is for the student to gain insight into the individual's special needs and the impact on the person's life experiences. The observations must consist of at least one child under 12 years of age and one adult over 20 yrs. of age. The student must obtain the individual's (or caregiver's) permission to observe, interact, and/or interview the individual chosen for the observation. (A consent form must be signed and submitted with the written report.) A brief outline of the requirements for the written report will be provided. The written report **must be typed** and shall consist of the **minimum of three full pages** with double spacing.

Discussion Topics/Articles - (4) 20 points each On four different class dates, students are required to bring to class a **copy of a current journal article**, researched from a professional journal, to share in class for small group discussions. The articles must consist of topics relevant to the course. The student will also be required to turn in a **"Reading Form"** completed prior to the class meeting.

The student will present a summary and will elicit discussion of the article among fellow students in a small group (minimum three students). Following the discussion, each group member will fill out a **"Topic Discussion Form"** (Total of three forms needed).

The article and four (or more) completed forms are then submitted to the instructor for grading. Point values will be decided by the appropriateness of the article/topic, the presenter's observable eliciting of group discussion, and the group member's written responses to the presentation.

Book Report (1) 10 points written/20 points oral A selected book relevant to the course topics will be read by the student. All book choices must be pre-approved by the instructor. A **three (full) paged, double spaced, typed book report** will be due. An outline of the book report's written requirements will be provided.

An oral report of greater point value is optional. The student has the opportunity to earn up to 10 extra credit points for an oral book report presentation. The oral presentation must be a minimum of 15 minute duration and point value is enhanced by the student's use of the format of the written report's outline in the presentation, and the use of visual aids.

FINAL Group Project - 50 points Groups of two to four students will participate in a semester long project. Topics for the project will be chosen by the students and approved by the instructor. An attempt to provide short periods of class time for the group to meet will be made at unannounced times throughout the semester.

The purpose of the project is to provide an in-depth and meaningful presentation to the class of one or more topics of this course. Possible topics to consider are found from chapter titles of the text, from chronic illnesses or disabilities, etc.

The presentation of the project will be done on the last day of the course as the "Final." Projects will include a **written report with contributions from each member of the group clearly identified**. An oral and visual presentation will be given of a minimum of 20 minute duration. Each group member must be present and participating in the presentation.

The individual grades will consist of a composite of the oral/visual presentation and the individual's input into the written report. It is strongly suggested one group member compile and type the written report for a professional appearing document to submit for grading.

Each member of the group will confidentially submit a one page written summary of their personal experience in this project. The summary will include the student's perception of their input into the project, and a personal account of the knowledge/experience the student gained from participation in the project.

Exceptional Children

Updated: 8/99

Project: CD 35 Class Schedule

Manager: J. Johnson

Class Date & Topic	
8/16 Introduction: Alphabet Soup, Prioritize Disability	
8/24 Special Education & Multicultural Aspects; Video; Class Assignments & Review of Handout (HO)	
8/30 Trends & Issues; Parents & Families; Video;	Ch. 2 Homework Due
9/6 Labor Day - No Class	
9/13 Mental Retardation; Article Discussions	Article #1 Due
9/20 Mental retardation; Video	Ch. 4 Homework Due & Quiz #1 (Ch 2& 4)
9/27 Learning Disabilities;	
10/4 Learning Disabilities;	Ch. 5 HW Due; Observation Report #1 Due
10/11 ADHD; Article Discussion groups	Quiz #2 (Ch 5); Article #2 Due
10/18 ADHD; Video;	Ch 6 HW Due;
10/25 Emotional & Behavioral Disorders;	Observation Report #2 Due; Quiz #3 (Ch 6)
11/1 Emotional & Behavioral Disorders;	Ch. 7 HW Due
11/8 Communication Disorders; Article Discussions	Article #3 Due; Ch 8 HW Due
11/15 Communication Disorders; Video	Quiz #4 (7 & 8); Book Reports Due
11/22 Hearing & Visual Impairments	Observation Report #3 Due; Ch 9 HW Due
11/29 Physical Disabilities;	Ch 10 HW Due; Quiz #5 (Ch 9 &10)
12/6 Special Gifts & Talents; Article Discussions	Article #4; Ch 11 & 12 HW Due: Quiz #6
12/13 FINAL: Group Project Presentations	Group Project Reports Due

Notes: