Introduction to Exceptional Children
Special Education 346
Spring 2013

Instructor Information

Instructor: Holly Keddington (You may informally address me as Holly.)

Contact info: Because this course is internet-based, all communication with me will be through email. I will not hold regularly scheduled office hours on campus. You are free to email me at any time, and I will make all efforts to return your email within 24-48 hours. You can also visit me in my “Virtual Office” in our eCollege course. The link to the Virtual Office is located in the left side bar of our course under “Course Home.” I will check here daily.

Textbook Information


This text is available for purchase at the bookstore as well as online through various online booksellers. It is required, and we will read from it extensively. It is not possible (in my opinion) to pass this course without purchasing a copy of the book and reading from it daily. Get it. Read it. Love it.

It is possible to rent an online version of the book for a smaller cost to yourself. Also, these online versions provide immediate access, eliminating any beginning-of-the-semester book delay issues. In addition, it can be an environmentally-friendly choice. Two websites to look at that offer this service are Chegg.com and Coursesmart.com. There are countless others as well, I am sure.

In the past, the bookstore has carried a study guide to this book. If you see it there, know that the study guide is optional. It may help you succeed in the course, but it is definitely not required. Feel free to save the money.

Course Requirements

Because this is a three credit course, it is recommended that you spend at least 6-9 hours on this course each week. You should log on at least three times each week; I recommend logging on each day. When you log in, check the “What’s New” box on the course home page. This will alert you to any new items that have been posted since your last log in.

While reading the following description of course requirements, please refer to the course calendar at the end of this syllabus for reference.

Assignments

For each chapter covered, you will be required to do a short writing assignment. This will be a brief response (2-3 paragraphs; I am looking for quality not quantity) to a question or case study. Please be contemplative and academic in your postings. I recommend composing these assignment responses in a word processor such as Microsoft Word and then pasting the response into the discussion forum. These will be worth 10 points each.

You must also respond to at least one classmate’s post to earn full points on each assignment. I would highly recommend collaborating extensively with your classmates in this discussion forum. In fact, I will award up to 10 points of extra credit at the end of the semester for superb responses to classmates.
throughout the semester above and beyond the required one classmate response per assignment. The “superb responses” which will merit full extra points will be those that add great substance and quality to the discussion as judged by me.

You will need to post your assignment in the discussion forum by **11:59 PM on Friday** of each week. As far as grading these assignments goes, I will not be focusing on the length of the response, or if you posted the “right” answer or not. It is more of a general discussion space for problem solving. **Please be genuine and creative.** Please note, cooperation with other students is allowed on the assignments.

Assignments will be graded strictly on 1) if you answered fully all the questions in the assignment prompt, 2) if you responded to one other classmate’s posting, and 3) if you turned in the assignment on time. If any of these three criteria are not fulfilled, points will be deducted. However, if these three criteria are satisfied, you will receive full points.

**Reading Quizzes**
There will be fifteen reading quizzes, one for each chapter covered. Each quiz will be worth 2 points and will consist of a single question, asking whether or not you have completed the week’s reading in its entirety. Glancing, skimming, or scanning does not constitute “reading.” **Please be honest in your responses.** Being honest goes a long way to help you succeed in this course and in life. It also just feels good. These quizzes are due by **11:59 PM on Sunday** each week. *I recommend staying caught up with all reading for the course.*

**Text (Chapter) Quizzes**
There will be fifteen short text quizzes, one for each chapter covered. Each quiz will consist of 5 multiple-choice questions, each worth 2 points for a total of 10 points possible per quiz. The text quizzes will close at **11:59 PM on Sunday** each week. You will only be allowed to take each quiz once. These quizzes are open book, open note, but closed peer. This means you must take the quiz alone. Any assistance received or given constitutes cheating. Again, I recommend choosing honesty. The text quizzes are timed, so you will need to have a good, general understanding of all the material in the chapter to be able to complete it in time.

**Final Exam**
There will be a 35 multiple-choice question final exam. You may use your textbook or your personal notes, but this is all you may use. Do the work alone. Do not use the internet. It will be timed (1 hour), and you will only be able to access the exam once. It will be comprehensive, meaning it will cover all the chapters in your text. Hint: A great way to study for the final is to study the text quiz questions. These can be viewed after taking each quiz by clicking on the quiz score in the online gradebook.

**Extra Credit Opportunities**
Two extra credit opportunities are available to all students. First, completion of the SmarterMeasure assessment is worth 10 extra credit points. This is a helpful measure that sheds light on an individual’s strengths and weaknesses as related to online learning. Information on how to log in and take this measure is at the bottom of this syllabus. This is due the first week of courses, by Sunday at 11:59 PM. Second, up to 10 extra credit points will be awarded for superb comments participation (quality comments on others’ assignment posts) throughout the term. Essentially, if you add great insights, questions, and comments to the discussions in addition to your assignment post throughout the term, you will be rewarded with extra points.
Grading
Reading quizzes (15 X 2 points each) 30 points
Assignments (posted in discussion forum) (15 X 10 points each) 150 points
Text (chapter) quizzes (15 X 10 points each) 150 points
Final Exam 70 points
TOTAL POINTS POSSIBLE 400 points

Extra credit possibilities
SmarterMeasure assessment 10 points
Superb comments in discussions (as judged by instructor) up to 10 points
TOTAL EXTRA CREDIT POINTS POSSIBLE 20 points

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400 points</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>320-359 points</td>
<td>80-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>280-319 points</td>
<td>70-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>240-279 points</td>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>0-239 points</td>
<td>0-59.9%</td>
<td>F</td>
</tr>
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Review of Grades in eCollege's Gradebook
I will update grades regularly. For the text quiz scores posted in the gradebook, you will be able to see your score along with the questions and answer choices from the quiz. However, the correct answer to the questions will not be posted. Hint: Reviewing text quizzes taken will prepare you for the final exam, as all questions on the final are from text quiz questions.

Late Work Grading Policy
I highly recommend staying on top of the course requirements. However, if you would like to discuss options for making up an assignment, please contact me to make arrangements. In some cases, I will allow make up work, and in other cases I will not. Any make up work will be subject to the late work grading policy outlined below:

<table>
<thead>
<tr>
<th>Reading Quizzes</th>
<th>Text Quizzes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quizzes can be retaken at any time before the last day of class.</td>
<td>if made up by... then points awarded...</td>
<td>if made up by... then points awarded...</td>
</tr>
<tr>
<td>Between 1 day and 1 week late</td>
<td>¾ points (i.e., a score of 8/10 will be recorded as 6/10)</td>
<td>Between 1 day and 1 week late</td>
</tr>
<tr>
<td>Between 1 week and 2 weeks late</td>
<td>½ points (i.e., a score of 8/10 will be recorded as 4/10)</td>
<td>Between 1 week and 2 weeks late</td>
</tr>
<tr>
<td>Between 2 weeks and 3 weeks late</td>
<td>¼ points (i.e., a score of 8/10 will be recorded as 2/10)</td>
<td>Between 2 weeks and 3 weeks late</td>
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</table>
**Teaching Style/Philosophy**

I see myself as a facilitator and mediator of our course. I see you as a self-directed learner who will get from the course what you put into the course in terms of reading the material, discussing it with your peers (online in discussion groups, at home, etc.), thinking about questions the material brings to your mind, and applying the material to your own vast stores of experience and skills. If you have a question for me, please ask it. If you feel unsure of what is required of you, please bring this up with me. I am **more than happy** to discuss anything related to your thoughts on the material, your concerns with the course requirements, and probably anything else you feel is pertinent. I trust that you will be in charge of letting me know how I can make this learning experience one of the best you have ever had. I’m looking forward to it!

**Expectations**

I expect you to:
- Log in daily
- Read all chapters in their entirety
- Post assignments by due dates
- Read all posts by classmates and respond to at least one classmate’s post by due dates
- Take the reading quiz and the text quiz by due dates
- Take responsibility for self-mastery of the material
- Be honest in your work and professional in your collaborations with classmates
- Use appropriate language and courtesy in the course at all times

I expect myself to:
- Log in at least daily (aim for twice each day)
- Update grades regularly
- Return emails within 24-48 hours (aim for 24 hours)
- Be available for synchronous chats or IM sessions (group or individual) as requested by students to discuss material and/or general questions and concerns
- Be fair in assessment
- Be open and compassionate
- Be organized and prepared

**Other Thoughts**

This is an *Internet-based* course, not a *self-paced* course. You may not delay the schedule for when you have time. We will adhere to the schedule below.

However, **you are free to work ahead if desired**, as all assignments, quizzes, and the final exam are now open. This is a benefit of online learning; you can work the class around your schedule more easily. If you know you will be out of town for a holiday, work a chapter ahead. Do not contact me after your long weekend and explain why you deserve to take a quiz late. **Take it early.** Also, feel free to contact me ahead of time if you foresee having a valid problem meeting deadlines. I am willing to work with you, and I am more willing to do so if I know about situations as soon as possible. I understand that much of life is not scheduled (i.e. illnesses, family issues, etc.), and I am sensitive to these. I know that things more important than this course may come up. **Please contact me early on** so we can work together to accomplish **all** the important things in life, including the requirements for this course.

Take the quiz before it is due. That way, if you have a computer problem, you will have time to resolve it and still turn in your work on time. For example, try not to frantically email me five minutes before the quiz is due, asking me to reset the quiz. I probably won’t read your email in time. Practice good time management and these types of issues should not be a problem. (Side: If you do need to resolve an issue, **please do not be afraid to contact me**. I am not a scary person. I understand that issues happen. I am just advising you to be wise in your time management to avoid issues when possible.)
Conduct
"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (See Student's Guide Handbook, Policies and Procedures, Conduct).

Don’t cheat. Be honest. Do your own work; don’t plagiarize. I want to know what you are learning, and we all as a class want to benefit from your experiences, skills, and perspectives. Please don’t deny yourself or any of us that opportunity!

People First Language
In special education, it is important to refer to individuals in “people first” language. We do this to focus on the student first, not the disability. To do this, always refer to the person first, and the disability second. For example, this means you would never address a person as “an ADHD student,” but instead would refer to them as “a student with ADHD.”

Syllabus Information
This course syllabus constitutes a binding contract between me as the instructor and you as the student. Continued enrollment in this course indicates to me that you accept the policies set forth in this syllabus. Bear in mind that course readings and schedules are subject to revision, and any such alterations will be announced in advance when possible. However, the wise student periodically checks the syllabus online in case there are any changes of which s/he might be unaware.

Mission Statement of Texas A&M University-Commerce
Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, and economic vitality of Texas and beyond.

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gece Library, Room 132
Phone: (903) 886-5150 or (903) 886-5835
Fax: (903) 438-8148
StudentDisabilityServices@tamu-commerce.edu
## Course Schedule

| Week 1: 1/14-1/20 | Syllabus; Ch. 1 | due 1/18 at 11:59 PM | due 1/20 at 11:59 PM | Reading quiz, due 1/20 at 11:59 PM Text quiz, due 1/20 at 11:59 PM |
| Week 2: 1/21-1/27 | Ch. 2 | due 1/25 at 11:59 PM | due 1/27 at 11:59 PM | Reading quiz, due 1/27 at 11:59 PM Text quiz, due 1/27 at 11:59 PM |
| Week 3: 1/28-2/3 | Ch. 3 | due 2/1 at 11:59 PM | due 2/3 at 11:59 PM | Reading quiz, due 2/3 at 11:59 PM Text quiz, due 2/3 at 11:59 PM |
| Week 4: 2/4-2/10 | Ch. 4 | due 2/8 at 11:59 PM | due 2/10 at 11:59 PM | Reading quiz, due 2/10 at 11:59 PM Text quiz, due 2/10 at 11:59 PM |
| Week 5: 2/11-2/17 | Ch. 5 | due 2/15 at 11:59 PM | due 2/17 at 11:59 PM | Reading quiz, due 2/17 at 11:59 PM Text quiz, due 2/17 at 11:59 PM |
| Week 6: 2/18-2/24 | Ch. 6 | due 2/22 at 11:59 PM | due 2/24 at 11:59 PM | Reading quiz, due 2/24 at 11:59 PM Text quiz, due 2/24 at 11:59 PM |
| Week 7: 2/25-3/3 | Ch. 7 | due 3/1 at 11:59 PM | due 3/3 at 11:59 PM | Reading quiz, due 3/3 at 11:59 PM Text quiz, due 3/3 at 11:59 PM |
| Week 8: 3/4-3/10 | Ch. 8 | due 3/8 at 11:59 PM | due 3/10 at 11:59 PM | Reading quiz, due 3/10 at 11:59 PM Text quiz, due 3/10 at 11:59 PM |

### Spring Break: 3/11-3/17

| Week 9: 3/18-3/24 | Ch. 9 | due 3/22 at 11:59 PM | due 3/24 at 11:59 PM | Reading quiz, due 3/24 at 11:59 PM Text quiz, due 3/24 at 11:59 PM |
| Week 11: 4/1-4/7 | Ch. 11 | due 4/5 at 11:59 PM | due 4/7 at 11:59 PM | Reading quiz, due 4/7 at 11:59 PM Text quiz, due 4/7 at 11:59 PM |
| Week 12: 4/8-4/14 | Ch. 12 | due 4/12 at 11:59 PM | due 4/14 at 11:59 PM | Reading quiz, due 4/14 at 11:59 PM Text quiz, due 4/14 at 11:59 PM |
| Week 15: 4/29-5/3 | Ch. 15 | due 5/3 at 11:59 PM | due 5/3 at 11:59 PM | Reading quiz, due 5/3 at 11:59 PM Text quiz, due 5/3 at 11:59 PM |
| Finals Week: 5/4-5/10 | | | | Final exam, due 5/10 by 11:59 PM |

Please note that for Week 15, assignments and quizzes are due on Friday, May 3, not Sunday. This is because Friday is the last day of instruction that week before finals begin.

All make up assignments and quizzes are due by Friday, May 3, the last day of instruction (pending prior arrangements to make up work has been made with the instructor).
SmarterMeasure
Student Login Instructions

Instructions:

Follow the steps below for logging in to SmarterMeasure/READI for the first time. When logging in you will create a unique account which you will use when accessing the assessment in the future.

First Time User Login

- Login to SmarterMeasure/READI as a student by going to: https://tamuc.readi.info/
- Enter username (Login: tamuc)
- Enter password (Password: online)
- Click the Login button (a Personal Information page will appear)
- Complete the Personal Information Form then click the Continue button (a Personal Attributes survey will appear a section at a time:

  - Section 1 measuring items such as time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help
  - Section 2 measures preferred learning style
  - Section 3 measures reading rate and recall
  - Section 4 measures technical competency
  - Section 5 measures to technical knowledge
  - Section 6 measures typing speed and accuracy

A Guide to Interpretation of your Score will appear with the results of the survey

Note: A Returning User will enter their email address and the pin which will be sent to the user in an email.

Returning User Login

- Enter your Email Address
- Enter your READI Pin:
- Click the Login button