SPED 346-71E, Introduction to Exceptional Children
COURSE SYLLABUS: Spring, 2013

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Course Information

- SPED 346.71E/CRN 81377, Introduction to Exceptional Children
- Spring 2013
- 3.0 Credit hours

Course Description:

This face-to-face web-enhanced course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual’s development. Professional roles of the special education team member as well as the policies and regulations applicable to special education programs in general will be covered.

Text and Materials:


- The text provides useful and interesting information through websites that are relevant to text discussions.
- MyEducationLab is provided by the text. Go to [www.myeducationlab.com](http://www.myeducationlab.com) for the course and select the text. The service offers Connection to National Standards, Assignments and Activities, Case studies, Teacher Talk, and Study Plan specific to this text. The Lab also offers Course Resources. In this section you will the Lesson Plan Builder, IEP Tutorial, Preparing a Portfolio, etc. Certification and Licensure will assist you in studying for the certification exam.
- eCollege will be used for the syllabus, announcements, DropBox, Grading, Turn-It-In
Course Competencies/Objectives:

✓ **Competency 001** The educator will understand and apply knowledge of the characteristics and needs of students with disabilities,
✓ **Competency 004** The educator will understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology,
✓ **Competency 010** The educator will understand the philosophical, historical, and legal foundations of special education, and
✓ **Competency 012** The educator will know how to communicate and collaborate effectively in a variety of professional settings.

Course Expectations and Rules:

**This course consists of a series of activities and assessments to assist you in achieving the competencies and objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and assessments.**

✓ Class participation: class participation is expected of every student. Participation includes turning in assignments and participating in group discussions.
✓ Professional behavior: professional behavior includes being punctual and attending all class sessions. Activities and discussions in class will be utilized to promote understanding of course content.
✓ Students are expected to attend ALL classes. Excessive absences will result in course failure. Assignments are due on the date indicated. **Late assignments will be accepted one week following the due date with a 10 point deduction. No late assignments will be accepted after that deadline.**
✓ You are responsible for all assigned reading material. Read the assignments carefully before class, before entering discussions, taking quizzes and/or exams, and fulfilling assignment/paper requirements.
✓ Check eCollege regularly for announcements, grading, and calendar. **Syllabus will be found on eCollege.**
✓ You are preparing to enter the teaching profession. Teaching is a professional career which requires dedication and offers daily challenges. As a professional, you must be able to communicate effectively. All written work will be graded for content as well as appropriate grammar and spelling. All work must be presented in APA format. If you have questions about this style, it is recommended that you consult the following link, **APA Style** or by purchasing **APA’s Publication Manual.**
✓ You will get from this course what you put into the course. If you have questions, please ask because other students may have the same question. If you are unsure of the assignments, discuss this with me. I am more than happy to discuss anything related to
your thoughts on the material, your concerns with the course requirements, and 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.

**Activities/Assessments:**

1. **Mini-Research Paper**

   **Disability Paper:** Each student will select a disability as identified by IDEA and will create a paper on the disability. A sign-up sheet will be handed out at the first class meeting. Each student will sign up for a different disability.

   ✓ The paper will include the definition, characteristics of the disability, general teaching strategies, and a critique of at least two web sites that focus on teaching strategies. Submit the paper through eCollege DropBox.
   ✓ The paper should be at least five pages (no less than 1500 words), not including the bibliography and coversheet.
   ✓ The bibliography should include no less than 5 sources. A good source of acceptable resources can be found as online journal articles from the university’s online library (there is a link on the left hand toolbar in the course).
   ✓ APA format must be followed.
   ✓ You are expected to present your paper to the class at the time that disability will be discussed.

   - **Remember to never use first person in research papers.**
   - **Feel free to email me your rough draft for review should you have questions or concerns.** Any rough draft for review must be emailed to me at least 10 days before the due date.
   - **Please be aware that I use a program called TURN-IT-IN to check for plagiarism. Make sure that all your work is your own. If you quote from an original source, put their words in parentheses. If you use someone else’s thoughts or ideas, be sure to reference the source.**
   - **Not submitting your paper to the website will result in an automatic 50 point deduction to the paper grade.**

   *For examples of APA see the links below.*

   APASStyle Manual:


   [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

   [http://www.apastyle.org/stylehelper/](http://www.apastyle.org/stylehelper/)

Once you turn the paper in through the DropBox basket, a symbol for Turn-It-In will appear.
If you need assistance with the procedure, go to the following website link. Quicktime player is required for this website.
http://epmedia.ecollege.com/media/eteach/atctrain/TII-student.html

Disability Paper Rubric

APA format and references: 15 points
Introduction to disability and definitions: 15 points
Characteristics, prevalence, causes: 15 points
Psychological and behavioral implications: 15 points
Educational interventions: 25 points
Critique of two web sites: 15
125 Points

2. Quizzes
An open-book quiz will be given at the end of each class period. Thirteen quizzes will be given. The quizzes will cover the chapter(s) that were covered during that class period.
130 Points

3. News Report
Select a current news story or newspaper article regarding individuals with disabilities. Prepare to discuss this News Report to the class. Oral reports are limited to three to five minutes, and the instructor will be given a copy of the article. 50 Points

4. Movie Review
View a movie related to the course content and submit a written review discussing the following questions:
   a. Title of Movie
   b. Major Theme
   c. How was the disabling condition portrayed?
   d. Any stereotypes noted?
   e. How does this compare with your text in its depiction of a person with this disabling condition?
   50 Points

5. Final Exam
The final exam will be a closed book exam. The exam will cover the entire course. 145 Points

Grading

Mini-Research Disability Paper 125
Quizzes 130
News Report 50
Movie Review 50
Final Exam 145

Total Points 500
Bonus Points:  (due before first class and placed in DropBox)
Optional:
  Write a one-page autobiography about yourself  5
  Answer questions concerning the Syllabus (found in DocSharing)  5

450-500 points  A
400-449 points  B
350-399 points  C
300-349 points  D
Below 300 points  F

Technology Requirements/Access and Navigation
While this is a face-to-face class, the class is registered under eCollege. Announcements may be given using eCollege and the Mini-Research paper will be sent to me through the DropBox. The Syllabus will be accessed through eCollege. If you have questions, you may use Virtual Office. I will check it frequently and respond. Other students may have this same question and find the answer helpful.

Being a Successful Student
✔ Read the Syllabus carefully so that you understand what is expected of you
✔ Read each chapter assigned and be able to discuss its contents during class
✔ Study for the chapter quizzes
✔ Decide on the topic for the Mini-Research Paper early and begin doing the research
✔ Study for Final Exam
✔ 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 during class, thinking about questions the material brings to your mind, and apply the material to your own experiences and skills.
✔ eCollege will have additional study questions and chapter outlines to assist you in learning the course information. These questions should not be turned in—you will not receive a grade for doing this.

How Is The Course Organized?
✔ The course is developed around the chapters in the book
✔ Check the Course Calendar for specific chapter assignments

What Should Students Do First?
✔ Read the Syllabus and become familiar with the outline of the course
✔ You may want to take the tutorial for eCollege and TURN-IT-IN.

Communication and Support
There are several ways in which to communicate:
✔ Email:  Lynda_Green@tamuc.edu or
  o  lynx@sbcglobal.net
✔ I will be happy to discuss any questions or concerns after class.
You may feel free to email me during the week. I check my email daily and should respond within 24 hours.

If you have any questions which might interest the class, you may ask these on Virtual Office. I check this frequently and will respond so that this may help the entire class.

I will return the quiz grades the following week. The grades will be posted on eCollege under Gradebook as soon as they are graded.

Course and University Procedures/Policies

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled ‘Drop a class’ from among the choices found under the myLEO section of the web page.
ADA Statement

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
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
## COURSE OUTLINE/CALENDAR

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<th>Topic</th>
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<td>Introduction, Syllabus, Use of eCollege, myeducationlab, Turn in optional bonus point activities, Lecture, Discussion</td>
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<td>2</td>
<td>Chapter 1</td>
<td>Lecture, Discussion, Quiz</td>
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<td>Chapter 2</td>
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<td>4</td>
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