

Introduction to Special Education
EEX 3012, section 1437
Fall 2011
August 22-December 2

Instructor: Linda J. Lombardino, Ph.D
Norman Hall, Room 1406
273-4036
llombard@ufl.edu

Introduction

This course is designed to provide students with an overview of special education and the students who are served in special education programs. The course is appropriate for students in programs to prepare them for careers in working in schools, with adolescents or adults, or for professionals from other disciplines who desire to become familiar with terminology, concepts, and issues that are important for an understanding of the needs of people with disabilities and the types of services that are available to them.

It is important to keep in mind that an online course requires that the students be self-disciplined as there is not a weekly, face-to-face meeting with an instructor who is reminding them of due dates. It is also important to remember that group discussions require participation by all members of the group. If one member does not participate well, the whole group can be effected.

Be sure to review this syllabus thoroughly. Much of the information typically announced in face-to-face classes is provided in the syllabus and within the course site to enable you to be successful with this course

Text

Smith, D. D & Tyler N.. (2010). *Introduction to Special Education: Making a Difference* (7th ed.). Boston, Allyn & Bacon.

Course Objectives

1. By the conclusion of this course each student will know-
 - a. The characteristics of students who are typically served in special education programs,
 - b. The various models for providing an appropriate education for these students,
 - c. The various laws for serving these students,
 - d. The role of special and regular education teachers and other school professionals,
 - e. The various delivery models for students with low incidence disabilities in both academic functional areas and vocational areas,
 2. By the conclusion of this course each student will have expanded his/her awareness of various special education programs and/or agencies that provide services for persons with disabilities.
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Grading

Grades for the course will be based upon the following:

Introduction and Discussions	65 points
Chapter Group Submission	20 points
Media Notebook	60 points
Resource Tool Box	30 points
Exams (2 @ 50 points each)	100 points
Total:	275 points

The grading scale is as follows.

A	255 - 275 points	C	200 - 218 points
A-	247 - 254 points	C-	192 - 199 points
B+	239 - 246 points	D+	184 - 191 points
B	228 - 238 points	D	173 - 183 points
B-	220 - 227 points	D-	165 - 172 points
C+	211 - 219 points	E	164 and below

Deadlines and Incompletes: It is strongly recommended that students submit materials well before deadlines rather than waiting until the last minute. Assignments submitted after the published due dates will receive no more than half credit. The grade of "I" (incomplete) is not available; the course grade is based upon the work completed during this semester.

Distance Delivery

Course Format: Since this course is provided via distance education, students who enroll should be comfortable with using the internet and should recognize that almost all course activities will be handled electronically. **Moodle** will be the platform for the course but a prior knowledge of Moodle is not necessary. There will be no class meetings and students are not required to attend any group or class sessions.

Communication with the Instructor

All communications with the instructor should be handled via email, phone, or by appointment. When using e-mail, please be sure to type "EEX 3012" in the subject line.

Six Course Requirements

1. Posting an introduction

Each person is expected to submit an introduction; this is due by **Thursday, August 25**. No work for the course will be counted until the introduction is posted.

The purpose of the introduction is to help all students in the course get to know each other. Your academic experiences, where you live, your hobbies, information about your family, your favorite vacation experiences....all are welcome.

2. Chapter Groups

At the beginning of the semester, students will be assigned to chapter groups. Each chapter group will be provided with a **reading guide** related to an assigned chapter. **It is the group's responsibility to provide information on the reading guide that will be shared with the rest of the class.** This assignment is included in the course requirements.

The reading guides will assist with identifying the most important information within each chapter and directing reading/studying to make these efforts more efficient.

Chapter groups need to make contact with each other very quickly after the semester begins to determine how this assignment will be handled across the group. Each group member will receive the same score for this assignment. The group contact should be made **by Saturday, August 27th** so that you can decide how you want to handle the chapter assigned to your group. The chapter groups are shown below and they are also shown on the overview page for your course

Modules	Date	Text Chapters	Chapter groups
MODULE A	Sun., August 28- Weds., Sept. 7	1, 2, 3	Barbara Baumez Sundai Weston Melissa Klatzkow
MODULE B	Thurs., Sept 8- Fri., Sept 16	8	Kathleen Russ Brianna Thompson Allie Will Leanne Cullen
MODULE C	Sat., Sept 17- Tues., Sept 27	5	Emily Garriott Carly Herr Alberto Perera
MODULE D	Weds, Sept 28 – Mon., Oct. 10	6 and 7	Jeisha Matos-Torres Summer Pelletier Jessica Rix Athena Kifah Olivia Tavill
MODULE E	Thurs., Oct 13 – Thurs., Oct 27	9 and 12	Stephanie Brown Jazmin Campbell James Chan Brittany Fining
MODULE F	Fri., Oct 28-Tues, Nov. 15	10, 11, and 13	Daniella Estima Elise Costa Athittay Kamlang-Ek Lynette Rivera
MODULE G	Weds., Nov 16- Weds., Nov 30	14	Jessica Kenney James Brehany Abigail Walton

3. Participation in discussion groups.

Discussion groups consisting of approximately 5-6 students will be assigned. Each group will discuss the current chapter using the reading guide information (described above) as the catalyst for their discussions. Each member of the group is expected to respond to this information by posing questions, raising issues, making relevant comments, etc.

A **minimum of three** substantial contributions is expected during each module period. To earn full credit (65 points) for this assignment **more than the minimum** is expected (Three postings will not earn full points).

Please note that comments such as, “That’s a good idea,” or “I agree” are certainly welcomed and valuable. However, they are not considered substantial; actual substantive participation in the discussion is required to meet the criterion of substantial. It is helpful when responding to someone’s posting to briefly comment on that post; this helps with the ‘flow’ of the discussion. So instead of beginning with, “I agree and want to add that.....” it’s much better to say, “I agree with Karen’s post where she indicated that IEP forms can be abused. I think we should also consider that.....”

Although formal writing is expected for the other assignments, informal writing is acceptable for the threaded discussions. However, please use proper grammar, punctuation, and complete sentences.

4. Exams

Two exams—each worth 50 points—will be given during the semester. **Exam 1** will cover chapters in modules A_D and be available on-line **Tuesday, October 11 and Wednesday, October 12.** **Exam 2** will cover modules E-G and will be available **Thursday, December 1 and Friday, December 2.** Each exam will consist of multiple choice and short answer items.

5. Resource Tool Box

Each student will compile a **Resource Tool Box** on a disability/exceptionality of your choice. Your tool box must include the following:

- **Tool Box #1: 5 related Internet sites** with a two-sentence description of each site. Include the web address. This is worth 10 points and must be submitted by **Monday, Sept 12.**
- **Tool Box #2: 5 suggested resources for teachers** (ex: journals, curriculum kits, books, etc.). These should be tangible resources you could use in your classroom to plan instruction or to assess student progress. Include bibliographic information necessary to locate the sources. Do not include web sites in this section. This is worth 10 points and must be submitted by **Tuesday, Oct 18.**
- **Tool Box #3: 5 books related to the disability** that are appropriate for elementary, middle, or secondary school age students. Also include a brief (2-3 sentences) description of the book and bibliographic information necessary to locate the book. This is worth 10 points and must be submitted by **Wednesday, Nov. 23.**

Tool Box entries will be submitted via links on the course site. These links will be open at the beginning of the semester and will close on their respective due dates. Students are welcome to submit entries early. Late submissions will receive no more than half credit.

6. Media Notebook

Each student will complete a **Media Notebook** with 5 entries illustrating how individuals with disabilities are portrayed in the popular media. Media can include current (a) movies, (b) newspaper and magazine articles, (c) television and radio programs, and (d) advertisements. The notebook must contain **at least one entry representing each type of media** as well as a final reflection and should follow the directions below.

- **Print newspaper/magazine/advertisement:** A link to the article or advertisement must be included. (If a link is not available, the article or advertisement must be scanned and submitted with the rest of the entry.) **Briefly** summarize the article (not more than half a page). Follow your summary with a reflection discussing the article and your thoughts about the way persons with disabilities were portrayed. Also react to the content of the article or advertisement. Each of these entries should be 1 to 1.5 pages long (not including the copy of the article).
- **Movie, radio, advertisement, or television program:** Include the title or other identifying information, a summary (not more than half a page), and your reaction to the content. Include the date and time of the program. Discuss your thoughts about the way persons with disabilities were portrayed. Each of these entries should be 1 to 1.5 pages long.
- **Include a final reflection** to the experience of this project. What did you learn? How would you summarize how the media portray individuals with exceptionalities? This reflection should be 1 to 1.5 pages long.

The 5 entries and the final reflection are worth 10 points each for a maximum of 60 points for the completed assignment. Each entry in the notebook will be submitted individually via links on the course site. Due dates for each entry and the final reflection are listed below.

Entry 1:	Fri., Sept 2		Entry 4:	Fri., Nov. 11
Entry 2:	Fri., Oct 7		Entry 5:	Fri., Nov 25
Entry 3:	Fri., Oct 38		Overall Reflection	

Links for submitting the Media Notebook entries will be open at the beginning of the semester. Students are welcome to submit entries prior to the due dates. Entries submitted after the due date will receive no more than half credit.

Submission Problems

On rare occasions some assignments which have been submitted are not able to be read. Should that occur, you will be notified and asked to resubmit your assignment directly to your instructor as an email attachment. Do not submit assignments in this manner unless advised to do so by your instructor.

Accessibility

This course has been designed to be accessible to all students. If you need any assistance due to a disability please inform your instructor immediately so that proper accommodations may be made.

Below is the Course Calendar

Modules/Dates	Assignments	Due Dates
Course Introduction	Introduction Due	Thurs., August 25
	Chapter Groups make contact and plan for chapter information submission	Sat., August 27
Module A Chapters 1, 2, and 3 Sun., August 28 – Wed., Sept 7	Review posted materials and participate in discussion	
	Media Notebook Entry 1	Sun., Sept 4
Module B Chapter 8 Thurs., Sept 8 – Fri., Sept 16	Review posted materials and participate in discussion	
	Tool Box 1: Five Internet Sites	Mon., Sept. 12
	Media Notebook Entry 2	Tues., Sept 13
Module C Chapters 5 Sat., Sept 17-Tues., Sept 27	Review posted materials and participate in discussion	
Module D Chapters 6 and 7 Weds., Sept. 28-Mon., Oct. 10	Review posted materials and participate in discussion	
	Media Notebook Entry 3	Thurs., Oct. 6
Exam 1 (module A-D)		<i>Open Tues., Oct 11 – Weds., Oct 12</i>
Module E Chapters 9 and 12 Thurs., Oct 13-Thurs., Oct 27	Review posted materials and participate in discussion	
	Tool Box 2: Resources for Teachers	Tues.. Oct 18
	Media Notebook Entry 4	Weds, Oct 19
Module F Chapters 10, 11, and 13 Fri., Oct 28 – Tues., Nov 15	Review posted materials and participate in discussion	
	Media Notebook Entry 5	Weds., Nov 9
Module G: Chapter 14 Weds., Nov 16-Weds., Nov 30	Review posted materials and participate in discussion	
	Media Notebook Final Reflection	Tues., Nov. 22
	Tool Box Entry 3: Five Books	Weds., Nov., 23
Exam 2 (Modules E-G)		<i>Open Thursday, Dec 1 and Frid., Dec 2</i>

