

EEX 3093
Exceptional People
FALL 2013
www.online.education.ufl.edu

Tuesdays, 7th period
Thursdays, 7-8th periods
Carleton Auditorium

INSTRUCTOR

Dr. Mary Ann Nelson
Office: 1410 Norman Hall
Office hours for EEX 3093: before and after class or by appointment
Phone: 352 273 4267
Fax: 352 392-2655
Snail mail: PO Box 117050, Norman 1403, Gainesville, FL 32611
Email: nelsonma@coe.ufl.edu

GRADUATE ASSISTANT (GA)

Nikki Inman
Room B-6 Norman Hall
The GA will check the course email daily.
Email: expeople@coe.ufl.edu

TEACHING ASSISTANTS (TAs)

Room B-6 Norman Hall (In the basement of Norman Hall)

You will be assigned to a group that is directed by two Teaching Assistants (TAs). These TAs have already successfully completed the course. The TAs co-ordinate many class activities and are responsible for grading papers and the volunteer service forms. Your specific TAs are assigned rows in the auditorium and attend every class. They will give you their contact information and other important information pertaining to the course.

When you have a problem or question, please check with your TAs. If your TAs are unable to assist you, then check with the graduate assistant via phone or email (email is better). If you need to discuss an accommodation that requires a change in class policy or grading, please make an appointment with Dr. Nelson.

COURSE SITE: www.online.education.ufl.edu

COURSE DESCRIPTION

EEX 3093 is a disability studies course. Disability studies is both interdisciplinary and multi-disciplinary. Scholarship from disciplines such as history, sociology, literature, political science, law, policy studies, economics, cultural studies, anthropology, geography, philosophy, theology, gender studies, communications and media studies, architecture, and the arts inform disability studies. Disability studies investigates a diverse group of people who have different experiences and perspectives but share one common attribute—that the nondisabled often do not view them as normal.

In this course, students will be introduced to 4 disciplines that contribute to disability studies: From the legal discipline, students will identify and analyze the impacts of legislation and policies that affect persons with disabilities across multiple areas of our society: education, employment, the arts, sports, recreation, and housing. From the medical discipline, students will investigate and summarize how the diagnosis and treatment paradigm affects the lives of persons with disabilities. From the rehabilitation discipline, students will compare and contrast how the reintegration/inclusion paradigm affects the lives of persons with disabilities. From the sociology discipline, students will investigate and analyze the concept of normalcy and how societal expectations, as well as their own knowledge and experiences, affect their perceptions and treatment of persons with disabilities.

Students will investigate varied perspectives from the disability community regarding the nature of disability and our society's perceptions, expectations and treatment of persons with disabilities. Students will compare and contrast individual perspectives as well as perspectives from disability advocacy groups.

The course offers students the opportunity to develop appropriate social and communication skills when working with persons with disabilities. In addition, students will investigate advances in technology that enable persons with disabilities to lead more independent lives. Students will summarize the goals and objectives of organizations and companies that advocate for acceptance, inclusion and employment of persons with disabilities in our society.

The course requires that students work with or assist an individual (or group of people) who is/are significantly different from themselves for a minimum of 20 hours during the semester. In past semesters, 90% of students volunteer with persons with physical, cognitive or learning disabilities, the homeless, persons with medical issues, and persons in poverty.

Objective and short answer tests will measure student knowledge of factual information for each course topic. There are written assignments that require students to use critical thinking skills to effectively summarize, analyze and justify appropriate conclusions about the issues that affect acceptance and treatment of persons with disabilities.

EEX 3093 fulfills S and D codes for general education credit.

EEX 3093 is one of 5 required courses for a Minor in Disabilities Studies

EEX 3093 course activities include overview and background lectures and presentations, required activities and disability simulations, Internet readings/assignments, guest speakers with disabilities, required written assignments, 2 tests, and a 20 hour volunteer requirement.

General Education Student Learning Outcomes

D	Diversity ***
Content	Know the roles of social structure and status of persons with sensory, cognitive and physical disabilities within the United States
Critical Thinking	Analyze and evaluate their own cultural norms and values in relation to those of persons with sensory, cognitive and physical disabilities
	Identify, evaluate and compare their own social status, opportunities and constraints with persons with sensory, cognitive and physical disabilities
S	Social and Behavioral Sciences ***
Content	Know key themes, principles, and terminology within disability studies
	Know the history, theory, and/or methodologies used within disability studies
	Identify, describe and explain social institutions, structures, and processes within disability studies
Critical Thinking	Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about persons with sensory, cognitive and physical disabilities
	Assess and analyze ethical perspectives in individual and societal decisions about persons with sensory, cognitive and physical disabilities
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disability studies, individually and in groups

COURSE TOPICS

TOPIC: Sociological, Medical and Legal Aspects of Disabilities

- Stereotyping, Sub-typing, Prejudice and Discrimination
- Models of Disability
- Disability Viewed Through the Disciplines of Law, Medicine, Rehabilitation and Sociology
- The American with Disabilities Act (ADA)
- Stereotypes, Myths and Facts about persons with disabilities

Student Learning Objectives:

1. Students will compare and contrast the characteristics of 6 models of disability.
2. Students will locate and identify 6 myths and stereotypes about persons with disabilities and compare/contrast them to their own experiences as well as the attitudes /perceptions of persons with disabilities presented in class.
3. Students will state the legal definition of disability and differentiate between conditions/disorders that are/are not covered under ADA.
4. Students will identify the characteristics of the disability population in the United States.
5. Students will describe the purpose, the four components and requirements of the Americans with Disabilities Act as it relates to housing, education, transportation, employment, and access for persons with disabilities.

6. Given real life scenarios, students will classify the actions of the person within the scenario as indicative of stereotyping, prejudice, sub-typing or discrimination.
7. Using a (provided) legal case-study procedure, students will analyze and critique a recent legal action involving protection under the ADA. Students will argue for/against the ruling and justify their argument with their interpretation of the intent of ADA as it applies to the case.

TOPIC: Disability Categories

Definitions, Characteristics, Prevalence, Historical Treatment and Medical/Rehabilitative Treatment of persons with the following disabilities:
 Visual impairments/Blindness
 Hard of Hearing/Deaf
 Learning Disabilities
 Physical Disabilities (Loss of limbs, Paraplegia/Quadriplegia, Multiple Sclerosis, Muscular Dystrophy, Spina Bifida, Cystic Fibrosis)

Student Learning Objectives:

1. Students will describe each disability category, listing its definition, characteristics, prevalence, historical treatment and current medical/rehabilitative treatment.
2. Students will identify and demonstrate appropriate social and workplace etiquette and communication when working with persons who have disabilities.
3. Students will compare and contrast the experiences and perspectives of multiple persons with disabilities, as well as their own, as they relate to physical access, transportation, housing, education, recreation and employment.
4. Students will summarize the characteristics and structure of American Sign Language and Signed English and differentiate between the two forms of communication.
5. Students will sign and interpret signs/phrases in American Sign Language.

TOPIC: TECHNOLOGY, ADVOCACY AND INITIATIVES FOR PERSONS WITH DISABILITIES

Technological Advances (low tech and high tech) to aid mobility, communication and independence
 National Organizations and Publications
 Initiatives in the areas of arts, entertainment, recreation and sports
 Corporate initiatives for employment of persons with disabilities

Student Learning Objectives:

1. Students will evaluate recent technological advances employed by medical and rehabilitative services, communication services, and private companies to aid and accommodate persons with disabilities.
2. Students will summarize the components of a business initiative whose goal is the increased employment of persons with disabilities.

3. Students will summarize the mission and goals of 3 national organizations that promote participation of persons with disabilities in arts, entertainment and sports. Students will compare the organizations' perspectives to their own.
4. Students will review and critique articles in publications that address the multiple issues of the disability population.
5. Students will complete online research on apps designed to accommodate disabilities and suggest appropriate apps for each disability category (blind, deaf, physical disabilities and learning disabilities).

TOPIC: VOLUNTEER EXPERIENCE

20 hours volunteer experience working with a person who is significantly different than you.

Student Learning Objective for Volunteer Analysis

1. After completing the 20 hour volunteer experience, students will analyze their perceptions concerning a person who is significantly different from themselves in terms of identifying similarities and differences as well as summarizing any insights and conclusions that the experience has afforded them.

COURSE PACKET and REQUIRED READINGS

There is no text for the class; however, there is a course packet with class activities, required forms, and directions for assignments at Target Copy. The price is \$10 (including tax). There are required readings from the Internet, required readings for class and required videos. Written assignments have additional readings and websites to investigate and are listed in the directions for papers.

In addition, there are many excellent finger spelling and sign language sites on the Internet. Students are encouraged to browse the Internet and to select sites which they prefer to assist them in their study of finger spelling and sign language.

Recommended Finger Spelling sites:

- (1) [http://GG Wiz's Fingerspeller](http://GGWiz.com) or Google GG Wiz's Fingerspeller
- (2) Google ASL University. Click on Finger Spelling Wallpaper or ABCs Finger Spelling Quiz for practice

Recommended ASL sites:

- (1) ASL University
- (2) ASLpro.com

COURSE REQUIREMENTS

1. Attend class, learn the names of your TAs, participate and buy the course packet.
2. There will be 2 tests. Both scores will be used toward calculating your final grade.
3. Written assignments will be assigned throughout the semester. They may not be done in collaboration with others. Papers can only be turned in by you and only at the time they are called for in class. You must be present in class in order to turn in your paper.
4. The course calendar is subject to changes. Announcement of changes will be made in class.
5. You will be expected to complete a 20 hour volunteer service project over the course of the semester. This project provides a *direct* experience with a person or persons significantly different than you.
6. Class will begin on time. If there are guest speakers, late students may not be admitted. Some class activities are not in Carleton Auditorium, so check the course calendar for location of activities.
7. Turn your cell phones off. Do NOT take out cell phones during testing (even if you are finished with the test) as this will be considered as cheating.

GRADES

The course grade will be determined as follows:

2 tests @ 250 pts	500 points
Activities/papers	300 points
Volunteer service project	200 points
Verification form 20 pts	
Volunteer Log 40 pts	
Volunteer Analysis 40 pts	
Volunteer Evaluation 100 pts	
Total	1000 points

Grading Scale

A 920-1000 A- 900-919 B+ 880-899 B 820-879 B- 800-819
C+ 780-799 C 720-779 C- 700-719 D+ 680-699 D 620-679
E 599 and below

If course requirements are not completed, the grade will be based on the total points earned. However, if the volunteer service project is not completed, the course grade will be an E.

The pass/fail option is not available for this course.

The grade of incomplete is not available except under exceptional circumstances and with prior approval from Dr. Nelson.

Bonus points may be earned for certain class activities.

PETITIONS-ASSIGNMENT GRADES

If you disagree with an assignment grade, please contact the graduate assistant or Dr. Nelson.

MISSED PAPERS, TESTS AND ACTIVITIES

Missed papers, tests and activities may be made up with documentation of absence. See Dr. Nelson or the graduate assistant (GA) to discuss your absence.

REPRODUCTION OF LECTURES

Lectures and power point presentations in this class are the property of the instructor. They may not be taped or reproduced in any form without her prior written permission and they may not be used for any commercial purpose. Students found to be in violation will be subject to discipline under the university's Student Code of Conduct.

UF STUDENTS WITH DISABILITIES

If you are requesting accommodations for a disability, please email expeople@coe.ufl.edu or Dr. Nelson (nelsonma@coe.ufl.edu) during the first two weeks of class to make an appointment to discuss accommodations. According to UF policy, accommodations do not begin until the instructor receives notification from the student. A letter from DRC is required.

TEST INFORMATION AND PROCEDURES

Test dates and times will be announced in class and are listed on the course calendar in this packet.

Tests and grading are coordinated by the Graduate Assistant. Please see the Graduate Assistant for any questions or problems with testing and grades. The Graduate Assistant will be available during office hours, as announced, in Room B-6, Norman Hall and he/she is always available by email: expeople@coe.ufl.edu

Additional test information:

1. Each test will consist of fill in the blank, true/false, multiple choice, or short answer items. Make up tests are usually short answer tests.
2. Each test covers course content and assignments.

Please be aware of these test instructions:

1. **If you are late for either test session, you may take the test when you arrive with a 50 pt penalty.**
2. You must sign in with your TAs before taking the test.
3. Sit facing forward. Use a cover sheet. Do not wear hats or sunglasses.
4. No phone use during test sessions. Do not use your phone even if you have finished the test.
5. Make sure your name is legibly written on the test paper.
6. Keep your answer sheet covered at all times.
7. Remain seated until dismissed. All students will be dismissed at one time.
8. You must have a driver's license, passport, or a UF student photo ID if your TAs are instructed to check identification.

If a student is suspected of cheating on the test either by giving or receiving answers, then the instructor will report the incident to the Dean of Students office. If this is a first offense, then the instructor will recommend a zero for the test. If this is not a first offense, then the instructor will recommend a failing grade for the course.

ACTIVITIES

Activities are worth 40 points (see descriptions of activities).

Activities are coordinated/graded by your TAs. In order to receive full credit for the Blind Walk, and Reitz Union activities, you must sign in and out with your TAs and remain with your TAs during the activity. For the ADA activity, you must sign in, but your completed ADA assessment (in course packet) is your sign out. Full credit is given if you follow directions, bring necessary materials and actively participate until dismissed by your TAs. If you sign in, but do not sign out, during the Blind Walk and Reitz activities, you will receive no credit.

Dates for activities are listed on the course calendar.

WRITTEN ASSIGNMENTS

Papers are worth 30 points each.

Written assignments are worth 30 points each. Written assignments require that you reflect on discussions, presentations and activities in class as well as summarize, analyze, synthesize and critique information. Collaboration with other students is not permitted. You must be present in class to submit your paper.

Papers are double spaced, 12 pt font, and 1 inch margins.

Papers must be signed (top or bottom).

Due dates for written assignments are listed on the course calendar.

Written assignments are graded by your TAs. Each paper has a grading rubric that your TAs will use and is included in the descriptions of papers. In addition, you may be penalized for the following errors:

- 10 Paper length is not 2 to 3 pages long. Exception: Paper 1-no length requirement
- 5 Paper is not signed
- 10 3 or more mistakes (grammar, punctuation, spelling)
- 30 A zero for the assignment if any part of the paper is plagiarized. Plagiarism is a violation of UF Student Code of Conduct and students who plagiarize will be reported to the Dean of Students. If it is a first offense, the instructor will propose at least a one grade reduction in the class. If this is not the first reported offense to the DSO, then the instructor will request a failing grade in the class.

VOLUNTEER SERVICE PROJECT

The volunteer service project is designed to provide you with the experience of interacting and working **with people** who are **significantly** different than you in some way. Working at an animal shelter is not permitted.

The project is worth 200 points toward your final grade. You are expected to complete at least 20 hours of volunteer work in one community agency that provides a service to people. You may also work with an individual and that individual becomes your supervisor and fills out your evaluation.

Procedures for Volunteer Service Project

- a. If you choose to find your own volunteering site and you need some ideas, Google *Volunteering in Alachua County*. You do not have to use the site, but your volunteer assignment must be working with people significantly different than yourself. You may volunteer at home or around Gainesville.
- b. Just organizing or volunteering at charity events (Dance Marathon, Relay for Life, March of Dimes) will not be accepted.
- c. You may **NOT** volunteer at your church, temple, or mosque. If your religious organization performs outreach activities for people significantly different than you, then this may fulfill the volunteer requirement.
- d. There is a 10 point deduction if you fail to turn in the volunteer verification form on time. If you change your volunteer placement, submit a new form to your TAs.
- e. Hours completed at one volunteer site will not be carried over from placement to placement; any change in placement requires the graduate assistant's permission and will require you to complete 20 hours in the new position to receive full credit. **All hours must be completed with one agency or with one individual, at one site, under the guidance of one supervisor.**

Requirements for Volunteer Service Projects

Completion of the service learning project forms

Volunteer Placement Verification Form (20 points) must be completed and submitted to your TAs. A placement change requires a new form. An extra form is provided in the course packet.

Volunteer Project Evaluation Form (100 points) must be completed by your volunteer placement supervisor at the end of the required hours. It must be mailed by your supervisor and received by the deadline on the calendar. An extra form is included in the course packet. Two addressed envelopes are also included in the course packet. Your supervisor may fax the evaluation to Dr. Nelson FAX: 352 392 2655.

A suggested grade of A or B by your supervisor earns 100 pts. A suggested grade of C+ (or lower) earns the point total on the evaluation.

If you are volunteering at St. Francis House, you must pick up the volunteer evaluation and bring it directly to Dr. Nelson (you do not need to mail it).

It is your responsibility to provide a stamped, addressed envelope to the volunteer project supervisor. Two addressed envelopes are included in the course packet.

If your project evaluation is not received by 3:00 PM on the TA Workday, then you will receive a failing grade for the course.

If you lose the two envelopes provided in the syllabus packet, use this address:

EEX 3093 TAs Names _____
PO Box 117050 Norman 1403
University of Florida
Gainesville, FL 32611-7050

Volunteer Project Analysis Form (40 points) must be submitted to your TAs after the volunteer placement is completed. The due date is listed on the course calendar, but you may turn in the analysis anytime after the hours are completed.

Volunteer Log Form (40 points) You will be expected to keep a log that reports your volunteer activities. The log should include the exact hours spent at your placement and a description of how you spent your time each day. Make sure you write out a description for each volunteer time slot. Do not use ditto marks or write “same as above” on log entries. The due date is listed on the course calendar. You may turn in the log anytime after your hours are completed. Logs that are incomplete or contain ditto marks (or same as above, etc.) will be given half credit. (20 pts)

When the Evaluation Does Not Show 20 Hours:

If your volunteer evaluation form (signed and mailed by your supervisor) does **NOT** show 20 hours, you must have your volunteer supervisor sign and date your volunteer log to verify that you completed 20 hours of volunteer service. This signature must be the person you listed as supervisor on your volunteer verification form.

E E X 3 0 9 3 Calendar FALL 2013

DAY	DATE	TOPIC	ASSIGNMENTS
Thurs	Aug 22	Introduction to class TA Meeting	Buy course packet at Target Copy
Tues	Aug 27	Course Syllabus/Course packet Volunteering Requirement	
Thurs	Aug 29	Overview: Models of Disability Overview: Stereotyping and Discrimination	3:00 Orientation for Volunteering at St. Francis House
Tues	Sept 3	No class meeting.	Using course packet, complete Paper 1-Syllabus
Thurs	Sept 5	Overview: The Americans with Disabilities Act. TA group assignments-meet your TAs	Paper 1-Syllabus due to your TAs
Tues	Sept 10	The Law: Americans with Disabilities Act ADA videos	Honor Code/Syllabus Agreement due Photo Consent due
Thurs	Sept 12	American Sign Language. Finger Spelling Overview: Paper 2 TA Meeting in Carleton	Volunteer Project Verification due
Tues	Sept 17	Vision Impairments, Blindness	
Thurs	Sept 19	<i>DEAF: Through Deaf Eyes Video</i>	Paper 2-Legal Aspects due
Tues	Sept 24	Deaf: Guest Speaker	Late students not admitted
Thurs	Sept 26	Disability Simulation: Blind Walk (A-K) Meet in Carleton, Blind Walk to Reitz Union area, Return to Carleton. Guest Speaker	Bring scarf, bandana, or tie Blind Walk Activity pts

Tues	Oct 1	American Sign Language	
Thurs	Oct 3	Disability Simulation: Blind Walk (L-Z) Meet in Carleton, Blind Walk to Reitz Union area. Return to Carleton Guest Speaker	Bring scarf, bandana or tie Blind Walk Activity pts
Tues	Oct 8	American Sign Language Test 1 Review	
Thurs	Oct 10	Test 1 Group 1 A-K (2:00-2:30) Group 2 L-Z (2:45-3:15)	Sign in with your TAs
Tues	Oct 15	Physical Disabilities	
Thurs	Oct 17	Physical Disabilities	Paper 3-Deaf and Blind due
Tues	Oct 22	Physical Disabilities	
Thurs	Oct 24	Simulation: Physical Disability: Reitz Union Activity (A-K) Sign in/out with TAs in Carleton Auditorium	Reitz Union Activity pts.
Tues	Oct 29	Physical Disabilities	
Thurs	Oct 31	Simulation: Physical Disability: Reitz Union Activity (L-Z) Sign in/out with TAs in Carleton Auditorium	Reitz Union Activity pts.
Tues	Nov 5	Physical Disabilities	
Thurs	Nov 7	ADA Compliance Assignment (in class) Sign in with TAs. ADA assignment pages will suffice for sign out.	Bring ruler/tape measure and ADA assignment pages in course packet ADA Activity pts
Tues	Nov 12	Learning Disabilities	
Thurs	Nov 14	GA Lecture Test 1 Make up	Paper 4-Physical Disabilities due

DAY	DATE	TOPIC	ASSIGNMENT DUE
Tues	Nov 19	Disability Etiquette in the Workplace	Paper 5- Learning Disabilities due
Thurs	Nov 21	Test 2 A-K (2-2:30) L-Z (2:45-3:15)	Sign in with your TAs Volunteer Evaluation should be mailed
Tues	Nov 26	No Class	Complete paperwork for volunteering
Thurs	Nov 28	Happy Thanksgiving	
Tues	Dec 3	Make up activities	Volunteer Log and Analysis due Paper 6-Technology and Advocacy due
Thurs	Dec 5	TA Workday in Norman B6	All grading will be completed by 3 PM.