

**COLLEGE OF EDUCATION: ON-LINE COURSE**

**EEX 3012  
Spring, 2014  
January 6- May 2, 2014  
Introduction to Special Education**

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Office Hours: by appointment (it is best to reach me via email)

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Please be sure to use the *online.education.ufl.edu* website to access this course. e-learning through the College of Education is powered by *Moodle* not Sakai.



If you have any technical difficulties with this Moodle course, please go to the blue **FEEDBACK tab** on the course resource page and send a message to the technical support staff. They will assist you in solving any technical problems. If you do not get a timely response, please email me and I will intercede for you.

Frequently, I will use the course announcement feature to send class-wide emails to you throughout the semester.

**Please read through this syllabus very carefully.**

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**Course Description:**

This course is plan to work professionals with individuals who have a wide range of sensory, motor, intellectual, and speech and language disabilities. This course provides an introduction to the 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.

**Text:**

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

**Distance Delivery**

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. Prior knowledge of Moodle platform is not necessary. There will be no class meetings and students are not required to attend any group or class sessions.

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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 affected.

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

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### 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:

1	Introduction and Discussions	15 points
2	Discussions	70 points (10 points for each of 7 modules)
3	Media Notebook	60 points (10 points each for 6 entries)
4	Resource Tool Box	30 points (10 points each for 3 entries)
5	Two exams @ 50 points each	100 points (50 points each for 2 exams)
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

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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.

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## 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.

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## FIVE COURSE REQUIREMENTS

### **1. Posting an introduction (15 pts)**

Each person is expected to submit an introduction by **January 10th**. 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. Participation in module discussions (70 points)**

## **AT THE BEGINNING OF EACH MODULE, I WILL POST TOPICS FOR YOU TO ADDRESS IN YOUR DISCUSSION POSTS**

A **minimum** of **three** substantial contributions is expected for each module by each student. To earn full credit (70 points – 10 points for each of 7 modules), you must post three times in the respective modules and your posts must be substantive. Comments such as, “That’s a good idea,” or “I agree” are certainly welcomed and valuable, however, they are not considered substantive. Substantive discussion *points that provide an analysis of information, teaching us new information, open up a new direction for thinking about an issue, providing a real life example that relates to the content etc.* are required to meet the criterion of substantial. Also, 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.....”

I will not be responding to each post but rather I will send out class-wide comments when I read something posted that I feel warrants elaboration, clarification etc. I am interested in reading how you initiate discussions and how you respond to your peers. You will not be organized into groups. Rather, you will see every response posted in this course and you can respond to any of these posts.

Although formal writing is expected for the other assignments, informal writing is acceptable for the discussions. However, please use proper grammar, punctuation, and complete sentences. In order to obtain full credit for your posts, you must meet the following criteria:

1. Post a minimum of three times for each module
  2. Your **first post must be within 48 hours** of the opening of the module.
  3. **Only one of your posts can occur on the last day** of the module
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4. Posting 4-5 times is preferable but not necessary

### Materials for your review under each module

- A PowerPoint presentation and a PowerPoint handout
- Additional materials to supplement the module chapters such as video links
- Reading Guided for you to read while reviewing the chapters
- Discussion prompts where I will post issues for you to discuss within your discussion group and where you will find a place for your groups' discussions.
- Reminder for assignments due

### Modules and their corresponding dates

Modules	Date	Text Chapters
Module A	Jan 11-Jan 19	Chapters 1, 2 and 3
Module B	Jan 20-Jan 29	Chapter 8
Module C	Jan 30-Feb 7	Chapters 4 and 5 *note- There is no formal power point presentation for chapter 4 but there is a power point file that lists the concepts that you should know well for your exam #1 and there are video links that address speech and language disorders
Module D	Feb 8-Feb 17	Chapters 6 and 7
<b>Exam preparation time Feb 18-19</b>		
<b>EXAM 1: open all day on Feb 20 and Feb 21</b>		
		
Module E	Feb 22-March 13	Chapters 9 and 12
March 1-March 8 Spring break 		
Module F	March 14-March 30	Chapters 10, 11, and 13
Module G	March 31-April 18	Chapter 14
<b>Exam preparation time &amp; completion of projects April 21-22</b>		
<b>EXAM 2: open all day on April 23 and April 24</b>		
		

**3. Exams (100 pts).** Each exam will consist of multiple choice and short answer items. Two exams, worth 50 points each, will be given during the semester.

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**Exam 1** will cover chapters in modules A-D and be available on-line *Feb 19 7am to Feb 21 11:00pm*

**Exam 2** will cover modules E-G and will be available on-line *April 22 am to April 24 11:00pm*

\*Assignments to be uploaded: You will upload 3 toolbox and 6 media notebook entries. To upload your assignments, you can create your documents in *Word* and upload them under the appropriate heading on the course agenda page. All assignments must be uploaded by 11pm for the dates shown below to avoid late penalties. **Entries submitted after the due date will receive no more than half credit.** You are welcome to submit entries early.

### **4. Resource Tool Box (30 pts)**

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.
- 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 complete bibliographic citation. *Do not include web sites in this section* . This is worth 10 points.
- 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 along with a \*complete bibliographic citation. *Do not include web sites in this section*. This is worth 10 points.

\*Example of a complete bibliographic citations

Please check this web resource [http://www.umuc.edu/library/libhow/apa\\_examples.cfm#books](http://www.umuc.edu/library/libhow/apa_examples.cfm#books) or any resource that give examples of APA citation formats if you need more help for citing your document. Always use the APA format for your citations!

**Authored book** Jans, N. (1993). *The last light breaking: Life among Alaska's Inupiat Eskimos*. Anchorage, AK: Alaska Northwest Books.

**Edited book** Miller, J., & Smith, T. (Eds.). (1996). *Cape Cod stories: Tales from Cape Cod, Nantucket, and Martha's Vineyard*. San Francisco, CA: Chronicle Books.

For a single editor, use "(Ed.)".

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### Tool Box Assignments:

Task		Due Date
<b>Tool Box # 1</b>		Feb 1
<b>Tool Box #2</b>		March 1
<b>Tool Box #3</b>		April 1

### 5. Media Notebook (60 pts)

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. Each of the five entries should represent a different type of media (i.e., TV ad, newspaper article, movie, TV show etc.

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 limited to one single spaced page (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 page single spaced.

The 5 media 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. Please see due dates for each entry and the final reflection are listed below.

Media Reflection Assignments: **These assignments can be uploaded before the due date**

Task	Due Date		Task	Due Date
<b>Entry 1:</b>	Jan 29		Entry 4:	March 14
<b>Entry 2:</b>	Feb 12		Entry 5:	April 1
<b>Entry 3:</b>	Feb 28		Overall Reflection	April 17

**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. Please do not submit assignments in this manner unless advised to do so by your instructor.



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## 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.

## Summary of Important Dates

	Tool Box Entries	Media Entries
<b>Module A</b> Jan 11-Jan 19		
<b>Module B</b> Jan 20-Jan 29		Media Entry 1 Jan 29
<b>Module C</b> Jan 30-Feb 7	Tool box entry 1 Feb 1	
<b>Module D</b> Feb 8-17		Media entry 2 Feb 12
<b>Exam 1</b>  <b>Feb 18-19</b>		
<b>Module E</b> Feb 22-March 13	Tool box entry 2 March 1	Media entry 3 Feb 28
<b>Module F</b> March 14-March 30		Media entry 4 March 14
<b>Module G</b> March 31-April 18	Tool box entry 3 April 1	Media entry 5 April 1 Final Media entry 6 (reflection) April 17
<b>Exam 2</b>  <b>April 24-24</b>		

**Don't forget to watch dates for posting discussions!**