COLLEGE OF EDUCATION: ON-LINE COURSE
EEX 3012: Introduction to Special Education
Fall, 2016

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

This course is in the College of Education and powered by <u>Canvas.</u> If you are having issues with canvas email the helpdesk at <u>help@coe.ufl.edu</u> and be sure to include the course number and your Gatorlink ID when you help request.

Please use the email address provided below to contact me and type EEX 3012 in the subject line. You will not be able to email me through Canvas. Email me at <u>llombard@ufl.edu</u>

PLEASE READ OVER YOUR SYLLABUS A FEW TIMES.   ON-LINE COURSES REQUIRE A GREAT DEAL OF ATTENION TO PRINTED MATERIALS.

Please remember to do the following:
- ✓ Review the course introductory video on your canvas course page
- ✓ If necessary, contact me through my email at llombard@ufl.edu
- ✓ Review and use formats shown in sample assignments
- ✓ Do *not leave me message in canvas*. I cannot access you email outside of canvas.

Course Description:
This course provides an introduction to the terminology, concepts, classification, educational, service, social-emotional and policy issues pertinent to understanding the many complicated issues relevant to the needs of children with disabilities.

Required Text: (Please be sure you have access to this text. We will use it for the entire course)
Smith, D. D & Tyler N..(2010). *Introduction to Special Education: Making a Difference* (7th ed.). Boston, Allyn & Bacon.

<u>Distance Delivery</u>
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 the Canvas platform is not necessary. There will be no class meetings and students are not required to attend any group or class sessions.

It is important to keep in mind that an online course <u>requires that the students be self-disciplined</u> 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, the whole group can be affected.

Be sure to review this syllabus thoroughly. Information typically announced in face-to-face classes is provided in the syllabus and on the course website. **You must become completely familiar with the syllabus to be successful in this course.**

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 functional, academic, 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.

Grading:
Please understand that completing all assignments does not insure obtaining an A in this course. Assignments will be graded for both form (writing conventions, writing cohesion) and content (depth, breadth, analytical abilities) is evaluated.   Errors in spelling should not occur in on-line coursework when you have the time and resources to check your work.

Grades for the course will be based upon the following:

1	Introduction	**15 points**
2	Syllabus test	**10 points**
3	Module Discussions	**140 points.** (20 points per post, , 7 modules)
4	Media Notebook	**30 points** (10 points each for 3 entries)
5	Article review	**30 points**
6	Two exams	**100 points** (50 points each for 2 exams)
Total: 325 points		

Grading scale

A	92-100	C	70-75	
B+	87-91	D+	66-69	
B	80-86	D	60-68	
C+	76-79	E	Below 60	

<u>Deadlines and Incompletes</u>:   Unless discussed with this instructor prior to deadlines, assignments submitted after the published due dates will not receive full credit. The grade of "I" (incomplete) is not available; the course grade is based upon the work completed during this semester**.**

Communications 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" and your name in the subject line.

SIX COURSE ASSIGNMENTS/REQUIREMENTS

PLEASE SEE SAMPLES FOR ALL ASSIGNMENTS. USE THESE SAMPLES AS EXCELLENT GUIDELINES FOR ALL YOUR ASSIGNMENTS. SEE SAMPLES ON CANVAS COURSE PAGE.

1. Posting an introduction (15 pts)
Each person is expected to submit an introduction by the end of the first week of class.   The purpose of the introduction is to help all students in the course get to know each other. Your academic experiences, your goals and interests, and the things in life that bring you the most joy!

2.Syllabus Quiz (10 points)
Please open up and complete the document called Syllabus Test before beginning module 1 . This is used to insure that you have read the syllabus thoroughly.

3.Participation in module discussions (140 points).
At the beginning of each module, I will post 1-2 topics for you to address in your discussion posts.   Please see examples of the discussion posts in the Canvas course page. Your posts should be of a comparable length and depth.
- The class will be divided into about 6-7 students for the discussion groups.
- This makes it easier for all of us to stay focused on the discussions.
- <u>Two substantial post are required for each module by each student to obtain full credit</u>.
- You must post <u>two times in each of the 7 modules</u> and your posts must be substantive.
- Spelling and grammar count. Edit comments before sending.

Your *first post*
  - o Must be in response to my discussion top
  - o Must be made within 48 hours (3 days) after the opening of the module. For example, if the module opens on Monday, your first post must be submitted by Wednesday before midnight
  - o Must be at least 10 sentences in length and contain one fact that you found from an outside source on-line and that is cited in your text (see sample post)

Your *second post*
  - o Must be in response to comments from one or more group members
  - o Must be at least 5 sentences long and contain one fact that you found from an outside source on-line and that is cited in your text (see sample post)
  - o Must be submitted on a different day than your first post

The Canvas system will randomly assign you to a discussion group. 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…..". Please do not use fluff in your posts.

I cannot respond to each post but 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' discussions. Although formal writing is expected for the other assignments, informal writing is acceptable for the discussions, however, accurate spelling, grammar, and punctuation, is expected. In order to obtain full credit for your posts, you must meet the following criteria:

Canvas teaching materials under each module
  - • PowerPoint presentation
  - • Additional materials to supplement the module chapters such as video links
  - • Reading Guide for use while reviewing the chapters
  - • *Discussion prompt forum* where I will post issues for you to discuss
  - • *Discussion response forum* where you will post your discussions.

4.Exams (100 pts)

Each exam will consist of multiple choice items.

Two exams, worth 50 points each, will be given during the semester.

Exam 1 will cover chapters and course web materials that correspond to modules A-C.

Exam 2 will cover chapters and course materials that correspond to modules D-G but may include some questions from modules A-C.

Assignments to be uploaded: (change – with deletion of tool box and addition of research synopsis)

- You will upload 3 toolbox and 3 media notebook entries. Each of the total of 6 assignments will be submitted on different dates (see schedule below)
- Please upload your documents in **Word** and upload them under the appropriate heading on the course agenda page. All assignments must be uploaded by 11pm on the due date to avoid late penalties. **Entries submitted after the due date will have points deducted.** You are welcome to submit entries early.
- You will see a separate forum for uploading each assignment.
- Be careful to ALWAYS avoid copying verbatim anything other than a citation from a web or other source. Please check the rules for avoiding plagiarism. Always cite a reference if you used it to formulate your thoughts.   Avoid quoting for assignments in this class.

Always edit your assignments before you upload them. In addition to content, spelling, grammar, and overall cohesiveness of writing are used to determine your grade.
Rule of thumb: Read over your assignment three times and edit each time to improve it before uploading.

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5. Article Synopsis and Reflection (30 points- see sample paper)

Each student will
1. Journal of Learning Disabilities
2. Journal of Learning Disabilities Quarterly
3. American Journal of Speech-Language Pathology
4. Annals of Dyslexia
5. Journal of Communication Disorders

Complete citation for paper. Journal citation not web citations.
Samples of citation format

- Puranik, C. S., Lombardino, L. J., & Altmann, L. J. (2008). Assessing the microstructure of written language using a retelling paradigm. American Journal of Speech-Language Pathology, 17, 107–120.
- Scott, C. M., & Windsor, J. (2000). General language performance measures in spoken and written narrative and expository discourse of school-age children with language learning disabilities. Journal of Speech, Language & Hearing Research, 43, 324–339.

6. Media Notebook (10 points each - *total of 3 entries selected from types noted below for the semester.* Follow format shown in sample tool box entry

Each student will complete a total of 3 media notebook entries. Submit only one entry at a time for a total of 3. Each entry will illustrate how individuals with disabilities are portrayed in the popular media. Spelling and grammar count. Please edit your work before submitting. *Submit only one entry at a time on the due date. Please follow the format of the sample media assignment in canvas shell.*

The types of media that you can use includes: (a) movies, (b) newspaper and magazine articles, (c) television and radio programs, and (d) advertisements. Each of three entries should represent a different type of media (i.e., TV ad, newspaper article, movie, TV show etc). Be sure to have a complete citation. Look up the APA formats for different types of citations (e.g., article, website, movies, etc). Be sure to include in-text citations for your work. You cannot obtain full credit for assignments if your in-text citations are incorrect. Go on-line and check how to cite references (both quoted and not quoted) that appear in your text.

Specification for types of for entries:
•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. Each entry in the notebook will be submitted individually via links on the course site. Be sure to include a citation for your work,

Check APA guidelines file in Canvas
Sample of authored non-edited book
Jans, N. (1993). The last light breaking: Life among Alaska's Inupiat Eskimos. Anchorage, AK: Alaska Northwest Books.
Sample of 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.Sample citation for websites
Sample of website reference
Satalkar, B. (2010, July 15). Water aerobics. Retrieved from http://www.buzzle.com

Submission Problems. On rare occasions some assignments which have been submitted are not able to be read. Should that occur, I will notify you and asked you to resubmit your assignment

directly to me via email.   Please do not submit assignments to my email unless I ask you to do this.

Class attendance, make-up exams:
"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."

Accommodations for students with disabilities:
"Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

Instructor Evaluations for On-line Courses
 "Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/."

MODULES	DATES	TOPICS
Introductions		Review syllabus, take syllabus quiz, post introduction
Module A		Chapters 1:Disabilities and Special Education Chapter 2:Individualized Special Ed Chapter 3:Cultureal and Linguistic Diversity
Module B		Chapter 8:Intellectual Disabilities
Module C		Chapter 4:Speech and Language Impairments Chapter 5:Learning Disabilities *There is no formal power point presentation for chapter 4. However, you will see a power point file that lists the concepts that you should know well for your exam #1. See video links for speech and language disorders
EXAM 1 Open February 13 and 14 Modules A-C		
Module D		Chapter 6:Attention Deficit Hyperactivity Disorder Chapter 7:Emotional and Behavioral Disorders
Module E		Chapter 9: Physical and Health Disabilities Chapter 12: Autism Spectrum Disorders
Module F		Chapter 10: Deaf and Hard of Hearing Chapter 11:Low Vision and Blindness Chapter 13: Very Low-Incident Disabilities
Module G		Chapter 14 : Giftedness
Study		Study days
EXAM 2 Open 22-23 Modules D-G		

SUMMARY OF IMPORTANT DATES	
Introduction	
Module A opens	
Module B opens	
Module C opens	
EXAM 1	
Module D opens	
Module E opens	
Module F opens	
Module G opens	
Media entry 1	
Media entry 2	
Media entry 3	
Toolbox entry 1	
Toolbox entry 2	
Toolbox entry 3	
EXAM 2	