

EEX 3093 Exceptional People: School & Society
Course Syllabus
Fall 2020

Instructor: Dr. Alice Kaye Emery

Office: Norman Hall, Room 2-160K

Office Hours: Thursday 3:50-4:50 EST (following class) or by appointment.

Email: Please use the course Canvas site for all communication

Course Graduate Assistant (GA): Conor Mitchell

Office: Norman Hall, Room 2-160K

Office Hours: By appointment

Email: Please use the course Canvas site for all communication

Group Teaching Assistants (TA): To Be Assigned

Email: Please utilize the course Canvas site for all communication

Online Access to Course Materials: <https://ufl.instructure.com>

Class Meeting: Synchronous class meetings are on THURSDAYS on Zoom for the two-hour block (periods 7 and 8 or 1:55PM to 3:50PM) We will also meet on Zoom on TUESDAY, September 1 and TUESDAY, December 8.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Catalog Course Description

People with disabilities are a diverse group of individuals with varied experiences and perspectives across the lifespan and social institutions. This course draws from social sciences perspectives to explore the complexity of their experiences with schooling and society.

Expanded Course Description

People with disabilities are a diverse group of individuals with varied experiences, facets of identity, and perspectives across the lifespan and social institutions. This course draws from multiple perspectives in the social sciences (e.g., psychology, sociology, history) to demonstrate the historical and contemporary complexity of their experiences with schooling and learning, and the impact in society. Schooling, in the traditional sense is viewed in terms of the structure and standardization of specific learning experiences during set a set schedule. Learning, on the other hand, is boundless and can occur incidentally without parameters. Students in the course will understand the complexity of the lives of exceptional people in school and society through the following perspectives: individual (e.g., psychosocial, academic, biomedical), social (e.g., structure, culture, economic), and life course (i.e., transitions P-16 and beyond). Additionally, students will explore the intersection of exceptionality and other facets of identity (e.g., race/ethnicity, gender, socio-economic status [SES]) that can lead to stigmatization and othering. Throughout the course students will engage in activities that create cognitive dissonance and opportunities to reflect on their own perception of self.

Course Objectives

Students will use individual, social, and life course perspectives to:

- 1) Identify and summarize the history and progression of exceptionalities in schools and society to articulate knowledge and awareness of exceptionality, disabilities, stigma and segregation, and ethical decision-making over time,
- 2) Analyze their own perspectives on difference and intersectionality using the lenses of persons with and without exceptionalities,
- 3) Investigate advances in treatment modalities, technology, and access to social institutions as it pertains to the inclusion of persons with disabilities,
- 4) Examine the ways in which various schooling and learning experiences affect the lives of individuals with and without disabilities and their families through self-reflection and situated learning
- 5) Engage in meaningful ways with persons with exceptionalities using appropriate social and communication skills, and
- 6) Articulate the goals and missions of local, state, and national organizations that promote disability awareness, provide in/direct services, and advocate for the legal rights of persons with disabilities from intersecting vantage points (e.g., race/ethnicity, gender, socio-economic status [SES])

General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions,

structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course is also a diversity (D) subject area course in the UF General Education Program. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

The following table outlines specific Student Learning Outcomes and how they will be accomplished.

General Education Objectives & Student Learning Outcomes	Course Learning Outcomes	Assessments
Content 1. Identify, describe, and explain key themes, principles, and terminology within the subject area 2. Identify, describe, and explain the history, theory, and/or methodologies used within the subject area 3. Identify, describe and explain social institutions, structures, and processes within the subject area	Students will define terminology associated with disability studies; articulate multiple models of disability; describe and compare disability categories; describe aspects of disability culture; and explain appropriate social and work skills associated with persons with disabilities.	Test 1 WA 1 WA 4 Test 2 Quizzes
	Students will describe the history of our society's treatment of persons with disabilities and will describe the characteristics and differentiate multiple models of disability.	Test 1 WA 4 Test 2 Quizzes
	Students will research and evaluate the goals, objectives and programs of organizations that advocate for persons with disabilities in our society.	WA 2 WA 4 ADA Compliance Quizzes
Critical Thinking 1. Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions 2. Assess and analyze ethical perspectives in individual and societal decisions	Students will formally observe the interaction between the environment and persons with disabilities during two activities. Students will apply qualitative analysis to write a legal brief about a recent Supreme Court decision on discrimination under ADA.	Blind Walk WA 1 WA 3 ADA Compliance
	Students will investigate and analyze recent legal decisions, the contributions of advocacy groups,	WA 3 WA 4 Test 2

	recent advances in technology and medical treatment for persons with disabilities. Students will distinguish between appropriate and inappropriate social and work etiquette with persons with disabilities.	
Communication 1. Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups	Students will discuss course content in small groups during class. Students will produce papers and complete assignments that are thorough in content and are written with correct structure, grammar, and spelling. Students will demonstrate finger spelling and 60 ASL signs, phrases and questions. Students will engage meaningfully with individuals different from themselves.	Test 1 WA 1 WA 2 WA 3 WA 4 Blind Walk ADA Compliance Test 2

Course Materials

Course Text & Readings:

- Connolly, K.M. (2009). *Double Take: A Memoir*. New York, NY: HarperCollins.
Kevin Connolly is a young man born without legs who travels the world—by skateboard, with his camera—on his “Rolling Exhibition,” snapping pictures of peoples’ reactions to him. This book is Connolly’s memoir in which his photos are used as chapter breaks
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. New York, NY: Simon and Schuster Inc.
This classic work by sociologist Ervin Goffman provides a framework for the course as it engages the reader in reflection on personal identity and what society considers “normal.” Even in a diverse society, individuals are confronted with images of normalcy and difference that can affect self-image and relationships with others.
- Klein, S.D., & Kemp, J.D. (2004). *Reflections from a different journey: What adults with disabilities wish all parents knew*. New York, NY: McGraw-Hill.
This collection of essays reflects the formative experiences of individuals with a range of disabilities (e.g., Down syndrome, learning disabilities, sensory impairments, chronic health conditions). The authors provide insights on growing up and going to school with a disability. They want nothing more than to be accepted as whole human beings who have disability as part of their lived experience – not their complete identity.

Additional Required Readings: (available on Canvas)

- Priestly, M. (2003). Concepts (pp. 11-34) in *Disability: A Life Course Approach*. Polity Press.
- *Who are exceptional learners*. (n.d.). Retrieved from: <https://www.cec.sped.org/Special-Ed-Topics/Who-Are-Exceptional-Learners>
- Martin, E. W., Martin, R., & Terman, D.L. (1996). The legislative and litigation history of special education. *The Future of Children*, 6(1), p. 25-39.
- *An overview of the Americans with Disabilities Act*. (n.d.). Retrieved from: <https://adata.org/factsheet/ADA-overview>

- *Deaf and hard of hearing community and culture – FAQ*. (n.d.). Retrieved from: <https://nad.org/issues/american-sign-language/community-and-culture-faq>
- *Blindness statistics*. (n.d.). Retrieved from <https://nfb.org/blindness-statistics>
- *PGA Tour, Inc. vs. Martin*, 204 F. 3d 994 (2001)
- *Stephen B. Kuketz. vs. Roslyn Petronelli & another*, 443 Mass. 355, 364 (2005)

REMEMBER: Students are expected to visit the course site to review topical information and relevant reading each week.

Recommended Texts:

- Meyer, D. (2009). *Thicker than water: Essays by adult siblings of people with disabilities*. Bethesda, MD: Woodbine House.
- Priestly, M. (2003) *Disability: A life course approach*. Cambridge, UK: Polity Press

Course Requirements

Graded Components:

Participation: Quizzes will be administered during nine weeks of the course (for a total of 100 possible points). Quizzes will cover course lecture information for the lecture immediately prior to the date they are posted.

Tests. Two tests will be administered. Objective and short answer items will measure knowledge of course topics. Tests are worth 150 points each.

- Test 1 will cover overarching approaches to disabilities studies; models and terms of exceptionality and disability; history and laws governing individuals with disabilities in education and society; individual, social, and life course approaches to deafness and hearing impairments; and individual, social, and life course approaches to blindness and visual impairments. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- Test 2 will cover the role of disability awareness and advocacy organizations in school and society; individual, social, and life course approaches to physical disability and impairments; and individual, social, and life course approaches to hidden exceptionalities. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

Written Assignments. Four written assignments (referred to as Was) will be submitted. Length, content, and formatting requirements will be provided on the Canvas course site. Each is worth up to 75 points:

- *WA 1 ADA Case Rulings* requires you to summarize and write an analysis of the findings of identified court cases on individuals seeking accommodations under the Americans with Disabilities Act (ADA). Include aspects of identity that might have influenced the outcomes (e.g., gender, SES) and related human/civil rights law. *SLOs addressed: Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 2 Connolly, Vacations, and Disability Awareness* provides an opportunity to investigate and analyze resources and opportunities that can provide individuals with disabilities equitable access to academic and social institutions. *SLOs addressed: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 3 Myths, Misconceptions, and Stereotypes* requires you to (a) undertake structured independent research on stereotypes and/or misconceptions about individuals with disabilities and the intersection of one or more aspects of identity (e.g., race/ethnicity, gender, socio-economic status [SES]), and (b) prepare a written summary including self-reflection on perspectives and biases, citing evidence from course readings and relevant research. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 4 The Invisible Disability/Reflection* requires you to use concepts from the course to consider the experiences of individuals with less obvious disabilities and commonly available supports. *SLOs addressed: Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Identify, describe and explain social institutions, structures, and processes within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

Activities. Two major activities will be completed; each is worth up to 50 points. Both activities will require a personal analysis of your experiences.

- *Activity 1, the Blind Walk*, will be completed in class and is designed to simulate the experience of blindness or significant visual impairment. You will write a brief reflection on the experience. *SLOs addressed: Identify, describe and explain social institutions, structures, and processes within the subject area; Apply formal and informal qualitative and/or*

quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups

- *Activity 2, ADA Compliance*, is designed to increase awareness and understanding of the experiences of individuals with sensory or mobility issues as they navigate the university (including visit to Cypress Hall and the DRC). You will write a brief summary of the accommodations and modifications observed. *SLOs addressed: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

Kognito Training. Students are required to complete Kognito online training. You will submit your certificate of completion. Worth 50 points. *Identify, describe and explain social institutions, structures, and processes within the subject area; Assess and analyze ethical perspectives in individual and societal decisions*

All due dates for assignments are listed on the course calendar. Your grade will be based on the total number of points earned. **Regardless of how many points the student has earned, if the experiential learning project is not completed, the course grade will be an E. Pass/Fail is not an option. A minimum grade of C is required for general education credit.**

Grading Scale	
A = 787 – 850	Participation quizzes: 100
A- = 761 – 786	Test 1: 150
B+ = 744 – 760	Test 2: 150
B = 702 – 743	WA 1: 75
B- = 676 – 701	WA 2: 75
C+ = 659 – 675	WA 3: 75
C = 617 – 658	WA 4: 75
C- = 591 – 616	Blind Walk: 50
D+ = 574 – 590	ADA Activity: 50
D = 532 – 573	Kognito: 50
D- = 506 – 531	
E = Less than 506	

Concerns about a Grade: Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#grades>

If you have a concern about a grade that you have received, please contact the graduate assistant through Canvas. For additional information on grading:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Suspicion of Cheating on a Test: If a student is suspected of cheating on a test, the instructor will report the incident to the Dean of Students. If this is a first offense, the instructor will recommend a grade of zero. If this is not a first offense, then the instructor will recommend a failing grade for the course.

Suspicion of Cheating or Plagiarism on Assignments: If this is a first offense, the instructor will recommend a zero for the assignment. If this is not a first offense, the instructor will recommend a failing grade for the course.

Course Policies

Class Attendance and Make-up Work: Students are expected to attend class via Zoom, interact with their assigned TA, and participate in class activities. Emailed papers or papers beyond the last submission date are not accepted without documentation of an excused absence. 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>
<http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#attendance>

In-Class Etiquette: Students who disrupt the learning environment with excessive or loud conversations will be asked to leave. Repeated disruptions will be considered a code of conduct offense and the instructor will report the offense to the Office of Conflict and Resolution in the Dean of Students Office. Please turn off cell phones during class and be aware of what is occurring in the background when on Zoom.

Additional Support for Students: Your TAs have successfully completed this course and can be a resource for you on assignments. Please contact them if you need assistance. The graduate assistant and the instructor are available for assistance also.

Honesty Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The UF Student Honor Code and Student Conduct Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor. If you have any questions or concerns, please consult with the instructor, GA or TAs in this class.

Requesting Accommodations: 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.

Technology: Course resources are hosted on the UF Canvas site: <https://ufl.instructure.com>. Visit the site to access links to websites and/or video clips, as well as videos and course presentations. Contact the help desk at the College of Education for technical advice if you need assistance helpdesk@coe.ufl.edu

Zoom will be used for synchronous class sessions. The meeting link will be provided on the Canvas site.

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals or via <https://ufl.bluera.com/ful/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Campus Resources

Health and Wellness:

U Matter, We Care: If you or a friend is in distress, please contact <http://umatter@ufl.edu> or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support: 352-392-4357 (select option 2) or e-mail to <http://Learning-support@ufl.edu>. Website: <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

University Libraries Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

Course Calendar

Class meets in person on Thursdays (unless it is a UF holiday). Class will also meet in person on the first and last Tuesday of the semester with online activities/volunteer time the remaining Tuesdays.

Week	Topic	Weekly Activities	Assignments Due
<i>Guiding Question: What are the key themes, principles, historical trends, and terminology related to exceptional people in school and society?</i>			
1 9/1/20 TUESDAY	READ: Priestly, M. (2003). Concepts (pp. 11-34) in <i>Disability: A life course approach</i> . Cambridge: Polity Press.	Thurs: Overview of syllabus and course requirements Introduction to course, conceptual frameworks, and student learning outcomes	
9/3/20	Models and terms of exceptionality and disability and the intersections of other aspects of identity READ: Who are exceptional learners ; Goffman, E. (1963). <i>Stigma</i> . New York, NY: Simon & Schuster Inc. Chapter 1	Online: Review models and terms of exceptionality and disability PPT Thurs: Discussion of readings, terms, models of disability PPT, and Implicit Bias test TED Talk intersectionality (disability, ethnicity, gender, SES)	Honor Code
2 9/10/20	History and laws governing individuals with disabilities in education and society including special education law, disability law, and civil/human rights law READ: Martin, E. W., Martin, R., & Terman, D.L. (1996). The legislative and litigation history of special education. <i>The future of children</i>, 6(1), p. 25-39. ; Goffman, E. (1963). <i>Stigma</i> . New York, NY: Simon and Schuster Inc. Chapter 2; Americans with Disabilities Act Overview	Online: Review history and laws PPT Thurs: Discussion of readings, historical trends and laws related to disability, civil/human rights Video: <i>Capitol Crawl</i>	Quiz 1 due 9/8/20

Guiding Question: How do individuals with sensory (hearing, visual) impairments experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?			
3 9/17/20	<p>Individual, social, and life course approaches to deafness and hearing impairments and the intersections of other aspects of identity, appropriate communication modes</p> <p>READ: Deaf and hard of hearing community and culture – FAQs</p>	<p>Online: Review deafness and hard-of-hearing PPT</p> <p>Thurs: Discussion of readings, deafness and hard-of-hearing PPT</p> <p>Video</p> <p>Practice communication using finger spelling and basic ASL signs</p>	<p>Quiz 2 (Due 9/15)</p> <p>WA 1 (Due 9/17)</p>
4 9/24/20	<p>Individual, social, and life course approaches to deafness and hearing impairments (continued)</p> <p>READ: Connolly, K.M. (2009). <i>Double Take: A Memoir</i>. New York, NY: HarperCollins, Chapters 1-7</p>	<p>Online: Review deafness and hard-of-hearing PPT</p> <p>Thurs: Discussion of readings, videos</p> <p>Continue practice of ASL</p>	<p>Quiz 3 (Due 9/22)</p>
5 10/1/20	<p>Individual, social, and life course approaches to blindness and visual impairments and the intersections of other aspects of identity, appropriate communication modes</p> <p>READ: Statistical facts about blindness in the U.S.; Connolly, K.M. (2009). <i>Double Take: A Memoir</i>. New York, NY: HarperCollins, Chapters 8-15</p>	<p>Online: Review blindness and visual impairments PPT</p> <p>Thurs: Discussion of readings, blindness and visual impairments PPT, video</p>	<p>Quiz 4 (Due 9/29)</p> <p>Blind Walk Activity (Due 10/1/20)</p>

6 10/8/20	Individual, social, and life course approaches to blindness and visual impairments (continued)	<p>Online: Review blindness and visual impairments PPT</p> <p>Thurs: Discussion of readings, video and Blind Walk</p>	<p>Quiz 5 (Due 10/6)</p> <p>WA 2 (Due 10/8/20)</p>
7 10/15/20	Test 1		
<i>Guiding Question: How do awareness and advocacy influence ethical decision making with and for exceptional people?</i>			
8 10/22/20	<p>The role of disability awareness and advocacy organizations in school and society</p> <p>READ: Connolly, K.M. (2009). <i>Double Take: A Memoir</i>. New York, NY: HarperCollins, Chapters 16-19.</p>	<p>Online: Review disability and awareness advocacy organizations PPT</p> <p>Thurs: Discussion of readings, disability and awareness advocacy organizations PPT, share information on advocacy organizations in small groups</p>	
<i>Guiding Question: How do individuals with physical impairments experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?</i>			
9 10/29/20	<p>Individual, social, and life course approaches to physical disability and impairments and the intersections of other aspects of identity</p> <p>READ: Klein, S.D., & Kemp, J.D. (2004). <i>Reflections from a different journey</i>. New York, NY: McGraw-Hill</p>	<p>Online: Review physical disability and impairments PPT</p> <p>Thurs: Discussion of readings, physical disability and impairments PPT, TED Talk</p> <p>Video: <i>Darius Goes West</i></p>	<p>Quiz 6 (Due 10/27)</p> <p>WA 3 (Due 10/29)</p>

10 11/5/20	Individual, social, and life course approaches to physical disability and impairments (continued) READ: Klein, S.D., & Kemp, J.D. (2004). <i>Reflections from a different journey.</i> New York, NY: McGraw-Hill.	Thurs: Discussion of readings, website, and video	Quiz 7 (Due 11/3)
<i>Guiding Question: How do individuals with hidden (learning disabilities, mental health needs, twice-exceptional) exceptionalities experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?</i>			
11 11/12/20	Individual, social, and life course approaches to invisible exceptionalities and the intersections of other aspects of identity READ: Klein, S.D., & Kemp, J.D. (2004). <i>Reflections from a different journey.</i> New York, NY: McGraw-Hill.	Online: Review invisible exceptionalities PPT Thurs: Discussion of readings, invisible exceptionalities PPT	Quiz 8 (Due 11/10) WA 4 (Due 11/12)
12 11/19/20	Individual, social, and life course approaches to invisible exceptionalities (continued) READ: Klein, S.D., & Kemp, J.D. (2004) <i>Reflections from a different journey.</i> New York, NY: McGraw-Hill.	Online: Visit: MentalHealthAmerica.net http://www.pbs.org/wgbh/misunderstoodminds/ Thurs: Discussion of readings, websites and video	Quiz 9 (Due 11/17) Kognito
13 11/26/20	THANKSGIVING BREAK		
14 12/3/20	Test 2	Thurs: Test 2	Test 2

15 12/8/20 TUESDAY	Culminating reflection on course Make up Day	Tues: Discussion of readings, small group reflection discussions on all course content using conceptual frameworks	
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***Due dates for assignments on syllabus are tentative and may be adjusted.**

