

Dixie State College of Utah  
Elementary Education Courses

# Syllabus

Fall 2006

Updated: August 26, 2006

## Identifying Information

Course Number: EDUC 2010-01, 2010-02

Course Name: Introduction to Exceptional Learners

Credit Hours: 3 credit hours

Course Beginning and Ending Dates: August 22 – December 15, 2006

Times: EDUC 2010-01, Wednesday, 1:00 – 3:20 PM (# 119)  
EDUC 2010-02, Tue./Thur., 10:30 – 11:45 AM (#124)

Location: Education & Family Studies Building # 119 and #124  
<http://www.dixie.edu/online/vista>

Text: Hallahan, D., & Kauffman, M. (2003). Exceptional Learners.  
10<sup>th</sup> ed. New York, NY: Allyn and Bacon.  
<http://www.ablongman.com/hallahan10e>

## Instructor Information

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Office Hours: **Thurs. 3– 5; drop by after class;** or by appointment

## **The D.E.S.E.R.T. Model for DSC Elementary Education**

Dixie State College of Utah has created a model for the curriculum design, instruction, assessment, and the evaluation of its program. This model known by the acronym D.E.S.E.R.T., reflects the characteristics that effective teachers possess and continually develop throughout their careers. Courses in the DSC Elementary Education program identify learning objectives from the letters of the D.E.S.E.R.T. acronym. Each strand of the acronym is explained below.

### ***D. - Diversity.***

The diversity strand recognizes that student variability exists in many ways including; cultural, ethnic, intellectual, linguistic, racial, and social. When teachers are aware of the issues that surround meeting the educational needs of a diverse student body, their respective classroom practices become more focused and efficacious.

### ***E. - Evaluation.***

The evaluation strand recognizes that quality assessment and evaluation are essential to effective teaching, learning, and curriculum planning. Evaluative measures must be congruent with learning outcomes if both teachers and students are to demonstrate their understanding of what is being taught.

### ***S. - Self-Reflection.***

The self-reflection strand recognizes that effective educators inform their practice through the critical examination of their own philosophy, experiences, and predispositions toward learning. As teachers develop self-reflective skills and patterns they become more in tune with the needs of their students. Further, reflective teachers make the necessary changes and additions to their repertoire of teaching strategies to better program for the changing conditions within their classrooms.

### ***E. - Effectiveness in Teaching.***

The effectiveness in teaching strand recognizes the complex interplay between the teacher and the learner. Effective teaching is predicated upon an understanding of both the teaching and learning processes. The key components of teaching effectiveness involve an understanding of curricular development, as well as models of instruction. An effective teacher can maintain high expectations for student achievement through the thoughtful implementation of innovative teaching techniques developed through research or experience.

### ***R. - Reaching Beyond the Classroom.***

The "reaching" strand recognizes that quality teachers must envision their educational roles outside the immediate boundaries of classrooms and school buildings. Effective teachers have an appreciation for the context and purposes of education in a complex modern society. They understand that parents, guardians and the community at large, can play an integral part in the education of their students.

### ***T. - Technology & Classroom Management.***

The technology and classroom management strand recognizes the importance that a well managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environments. Through effective management and curriculum development, and through setting high expectations for all student achievement, high standards are affected. All of the D.E.S.E.R.T. strands are inter-related and therefore are addressed in each phase of the preservice program.

## **Course Purpose and Overview**

EDUC 2010 Introduction to Teaching Exceptional Learners is for students contemplating a career in teaching. The course serves as a prerequisite for the DSC Elementary Education degree and as a transfer course for other programs in the state. The class provides an overview of exceptional populations found in public schools including; special education students, persons with disabilities, and gifted and talented learners. Various teaching methods are employed including; cooperative learning, discussion, lecture, simulation, student reflection, and student presentations.

## **Course Goals**

By the end of the course students should have a greater understanding and appreciation for exceptional learners and their attendant educational needs. Students will be familiar with how exceptional students are identified and how their needs in the area of intellectual, emotional, social, and physical development can be met.

## **Course D.E.S.E.R.T. Learning Objectives**

- D.** - **Diversity** in terms of intellectual, social, emotional, and physical development will be addressed. Also the **diversity** of teaching and learning needs of students in the class will be discussed.
- E.** - Students will be **evaluated** in authentic ways that measure their conceptual understanding of the course material presented.
- S.** - Students will be given opportunities to **self-reflect** on their own educational experiences involving exceptional learners. As well, they will be able to **self-reflect** on their own exceptionalities as it pertains to teaching and learning.
- E.** - Teaching **effectiveness** is dependent upon understanding the diversity and uniqueness of learners, even within homogenous class settings. Students will learn to be effective teachers by examining the various ways children construct meaning.
- R.** - Students will have an opportunity to **reach beyond the classroom** as they complete “out of class” assignments such as an interview of a community professional who works with exceptional populations beyond the school setting.
- T.** - **Technology and classroom management** is discussed in terms of educational supports that are available for diverse learners in school settings.

## **Course D.E.S.E.R.T. Outcomes and Measures**

- D.** - Understanding of **Diversity** will be measured by bi-weekly response sheets to the assigned

readings and class discussions.

- E.** - Five different types of **assessments** and **evaluations** will be modeled in this course including; article responses, in-class disability presentations, an interview assignment, a simulation activity, and bi-weekly response sheets.
- S.** - **Self-reflection** is an integral part of creating a positive disposition towards working effectively with exceptional learners. Students will respond to assigned readings and/or class activities. In addition, responses to articles on controversial issues in special education will allow students an opportunity to explore their thoughts and feelings about exceptional populations.
- E.** - **Effectiveness in teaching** is measured by student presentations to the class on a variety of disabilities and/or disorders.
- R.** - **Reaching beyond the classroom** is assessed through the interview assignments, whereby; students must find and interview a person who works with exceptional populations outside the school setting.
- T.** - An understanding of **technology and classroom management** is assessed through responses to readings and class activities.

### **Course Accommodations**

If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

### **Course Grading**

Points are awarded for each assignment and/or presentation given in class. The following table shows the points-to-grade conversion. College level work should be relatively free from errors (e.g., grammar, spelling, punctuation), show insightful thinking, and integrate course concepts.

A = 95 - 100	B = 84 - 86	C = 74 - 76	D = 64 - 66
A- = 90 - 94	B- = 80 - 83	C- = 70 - 73	D- = 60 - 63
B+ = 87 - 89	C+ = 77 - 79	D+ = 67 - 69	F = Below 60

## **General Policies**

1. E-Mail Address/ WebCT Access - This class will utilize WebCT tool provided by DSC Computing. The URL to access WebCT is <http://www.dixie.edu/online/vista>. All students must acquire a DSC e-mail address for this tool. Those who do not possess a computer can use computers in any of the labs on campus. The lab assistant will assist you in acquiring an address to access WebCT. We will correspond regularly by announcements on WebCT discussion board and by e-mail within WebCT. You will also post most of your assignments in the assignment boxes under appropriate headings (folders). **The assignment boxes are time sensitive.** You may post your assignments when it's due or before it's due. Usually the box will block you out if you are one week late. You need to proceed to post your assignment even if you are late, but will not receive full credit. You also need to do your assignments on a word processor first, and then paste it in the appropriate assignment box to receive credit. WebCT times out and will wipe out all of your work so please type it up first before coming to WebCT to post your work. You should check your WebCT frequently for updates that I send/post about the class activities. **The minimum requirement is to check your WebCT once a week.** You can send me e-mails, asking questions, providing information or making requests through WebCT.
2. **Attendance is required in this course.** A doctor's excuse is necessary and will be accepted if it is accompanied by a call on the day involved. Special arrangements will then be made for makeup work. If attending a funeral of a close family member or friend, please call and then submit a copy of the obituary. Athletes playing away from home games must inform the instructor ahead of time that (s)he will be absent. If prior arrangements have not been made, an opportunity for makeup work will be at the discretion of the professor. Where granted in these latter cases, It is important to note that these are the only criteria for an excused absence. A call to me does not mean an absence is excused.  
Each class period represents a week's worth of work. One unexcused absence will not affect the grade. A second unexcused absence will bring a half grade drop in your final grade (after your total grade is computed) as will each subsequent such absence. Each student is expected to sign the roll each day you are here. It will be circulated at the beginning of class. Please do not forget since your grade, in part, depends upon it. Coming to me at the end of the course to justify attendance is not an alternative. **Arriving late to class will jeopardize this opportunity and signing will then be at the discretion of the instructor.** The saddest activity that I must conduct in this course is to reduce final grades because of lack of attendance. ***May I sincerely encourage you to work toward success in the course by attending on time and faithfully.***
3. Assignments are due on specific days. Late work may be accepted, for legitimate reasons, if previous provisions have been made with the instructor, but will be assessed a penalty.

4. In addition, practicum hours are integral to this course. Failure to complete the entire practicum experience will result in failure of the class.
5. Dress, grooming and behavior standards are always part of professionalism. Students visiting local schools as part of their DSC coursework must dress in a way that will reflect favorably both on the institution and on themselves.
6. Cell phones must be turned off during class. If you have an emergency, please see me prior to class time.
7. Cheating is considered a serious mistake. The handbook indicates that, "Academic dishonesty in any form will not be tolerated at Dixie State College (see Academic Discipline Policy, 3.34). I will take action to the fullest extent of this policy upon detecting cheating. Please see me ahead of time if you are having problems, but do not take shortcuts.
8. Disruptive behavior at times has become a problem in some courses. I will follow the policy of the college which states,

"Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure a good learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students for their course."

9. Up-to-date grade: I have provided a means whereby you can monitor your progress in the course by completing the following steps.
  - Enter the number of points earned for each completed item on the table provided below.
  - Add up the total number of points earned to date.
  - Add the total number of points that could have been earned for those items (account for multiple items for certain assignments).
  - Divide the larger number into the smaller number.
  - The result will reveal your grade to date as indicated in the Course Grading Scale, above.
  - For your final grade, add all of the points earned, divide by 5, subtract 5 points for each absence after the first one (if applicable) and check your grade on the scale.
10. College Withdraw policy: Students are permitted to withdraw completely from Dixie State College through the twelfth week of the semester (**Nov. 17, 2006**). Students will not be officially withdrawn after the twelfth week of the semester. Complete

withdrawals must originate in the Registrars Office. Refunds will be available in accordance with the Student Tuition and Fee Payment Policy 5-17.

## **Assignments**

Article Responses	2x15	30 points
In-Class Sharing	1x25	25 points
Exceptionality Resource File	1x60	60 points
Interview Assignment	1x30	30 points
Bi-Weekly Response Sheets	7x15	105 points
Final Exams	1x20	20 points
Attendance/Participation		30 points

Total = 300 points

## **Details on the Class Assignments**

### **Article Responses (2 @ 15 points each)**

This assignment asks you to respond critically to a professional journal article in the field of exceptional learners. Most publications in special education or gifted and talented education are written in APA format. In a **2 - 3 page typewritten APA format paper**, you need to respond to the article in the following ways:

- ❖ Discuss the author's main purpose(s) in writing this article including the target audience
- ❖ Recap 2 or 3 of the main points about the article, discuss them in your own words, and react to them as though you were a classroom teacher who wants to address the needs of exceptional learners in your class
- ❖ Describe what you can do in your prospective classroom to incorporate any of the ideas found in the article. Be specific about procedures or plans you would implement in your classroom
- ❖ Suppose you were conducting educational research, list 3-5 questions you have now as a result of your critical review of the article. In other words, now that you have considered the content of the article, what are you curious about

### **In-Class Sharing (1 @ 25 points)**

All students will sign up for a time during class to share with the class a chapter or part of a chapter of the text. This sharing may include new information from an article, insights they have

gained from talking with parents of children with disabilities. Then, they will take about 10 minutes to present the information to the class. Presenters will be evaluated on both the information presented during this activity, and on the presentation itself. Each presentation needs to address at least the following components:

- ❖ How the information is of use to teachers
- ❖ Implications for the education/learning of persons with a given disability/disorder
- ❖ Strategies, techniques, or other ideas to help such persons in a school setting
- ❖ What was of most interest to you regarding this topic

### **Exceptionality Resource File (1 @ 60 points)**

After listening to all the disability resource presentations you need to develop a resource file. Take good notes during the lectures/presentations so that you can transfer the class information into your Exceptionality Resource File page. This file will be of great value to you as a classroom teacher because it will give you pertinent resources at your fingertips. You need to include a minimum of 12 separate disabilities and/or exceptionalities in your resource file. We will discuss 4-6 in class; the rest will need to be researched by you.

The template at the end of the syllabus must be used to create your Exceptionality Resource File. Most of the information needed to complete the template pages will be presented in class for approximately 4-6 exceptionalities. The remaining ones can be of your own choosing. The disability resource file needs to contain the information for each disability or disorder as indicated on the template. The finished pages will have the same headings, be typed and placed in a small binder or booklet. The font, style, and general presentation style is up to you. Each disorder presented should be about 2-3 typewritten pages.

Once compiled, you will hand in your resource file in a format that works well for you. Some like binders, booklets or electronic media. You may want to develop a Power point presentation to share with the class. In any case, it should be user friendly for you. The file should be accurate and be free of errors. Hopefully you will keep this resource file on your desk for quick reference when you have your own class.

### **Interview Assignment (1 @ 30 points)**

Each student will have the opportunity to identify and interview a person who works with exceptional populations **in or** outside of a school setting. This interview could be conducted with a parent of a special needs child, or a person in a community-based setting. Such an interview will expand each student's perspective regarding the needs of exceptional learners beyond the classroom. Ultimately, it will help prospective teachers think through ways to plan to meet the needs of students with exceptionalities while they are in a school-based setting.

Persons who work with exceptional students outside the classroom include: district-level special education personnel, occupational or physical therapists, speech-language pathologists, adaptive P.E. specialists, vocational rehabilitation counselors, community organizations, college advisors, and so on. Choose a person and schedule an interview. The questions you ask should include ones on

the following list and any others that occur to you at the interview.

- ❖ Title or position of the person interviewed
- ❖ How long this person has been in the position (experience)
- ❖ Training and/or preparation.
- ❖ Why chose this field
- ❖ Day-to-day basis responsibilities
- ❖ Some challenges with regard to working with exceptional learners
- ❖ Ask any other pertinent questions to help you gain insight into exceptional learners.

Assemble your notes from your interview and as soon as possible begin to write your paper. You want to begin your paper while the interview is still fresh in your mind so that you can accurately capture the discussion that took place. Papers need to be well written and free of errors. The paper should be 3 - 5 typewritten pages and address the following areas of your investigation:

- ❖ Preparation of the professional interviewed
- ❖ Their predisposition towards the work they do
- ❖ Day-to-day duties/responsibilities
- ❖ Knowledge of the exceptional population with which they work
- ❖ "Wishes" that schools would do to help better prepare/educate students
- ❖ What you learned from this experience

### **Bi-Weekly Response Sheets (7 @ 15 points)**

The bi-weekly response sheet asks you to process and respond to the assigned readings for the class. There are two purposes for this assignment. First, it allows for the student to process the material in-depth and in a critical manner and it is a way to reflect on your own learning processes. Second, it gives the instructor an opportunity to develop a personal rapport with each student and to scaffold their learning by asking questions and giving frequent feedback. Response sheets for the previous readings are due every other week at the beginning of the class. You may also post it on WebCT the day before it's due. A template is included at the end of this syllabus. It's also posted on WebCT for you to follow.

### **Final Exams (1 @ 20 points)**

EDUC 2010 – 01: Mon. 12/11, at 12 noon, room 119  
EDUC 2010 – 02: Tue. 12/12, at 9:30, room 124

### Attendance/Participation (30 points)

Attendance/Participation – this is listed under “general policies” above. Participation also includes in-class sharing and resource file sharing during class.

### Course Portfolio Component

The portfolio requirement for this class is the Exceptionality resource file. Students who intend on applying for the DSC Elementary Education degree should save their materials from this class, because they may be used in the development of future assignments as part of the program. Specifically, your Exceptionality resource file should be kept so that you can include some classroom strategies in your professional portfolio required in the program. In this way, you will be able to demonstrate your knowledge of exceptional learners and how you plan to meet their needs.

### House Keeping Activities

- ❖ Student evaluations of this course will be conducted online or on Dec. \_\_.
- ❖ All unreturned material submitted for grading this semester must be picked up by students by the end of the first week of spring semester. Any material left after that date will be discarded. Please arrange for a friend to pick it up for you if you can't be here. Thanks.

### Student Support Services

<b>Tutoring</b>	<b>Writing Center</b>	<b>Library</b>
Drop in tutoring is a service provided all registered DSC students and is available for all subjects. Students can take advantage by accessing: <a href="http://dsc.edu/tutoring/index.html">http://dsc.edu/tutoring/index.html</a>	The Writing Center is in the Browning Learning Center, Room 105. Get help with writing skills such as brainstorming, revising and editing. Online Writing Center: <a href="http://dsc.dixie.edu/owl/">http://dsc.dixie.edu/owl/</a>	Val A. Browning Library for personal help from a librarian by going to the library during regular hours. Online help: <a href="http://library.dixie.edu">http://library.dixie.edu</a> To access online resources from off campus: Username: library Password: fall2006

## Exceptionality Information Template

**Name of Exceptionality:** (Name of the disability/disorder or condition)

**History or Origin:**

(Brief history of the disorder, former names, or other anecdotal information)

**Behaviors, Signs, Symptoms and/or Characteristics:**

(What do persons with this disorder/disability look like, and what typical behaviors are associated with their condition)

**Strategies to address the needs:**

(What strategies help these persons, how should we treat them. Are there some misconceptions or wrong assumptions we should be aware of?)

**Classroom interventions or behavioral management techniques to help learning:**

(What helps these students learn better? What kinds of strategies work in the classroom to help these persons learn more effectively?)

**Sources for more information:**

(At least 4 sources where you can find more information such as books, organizations, local resources, or Internet sites)

## Bi-Weekly Response Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_/15

1. Discuss the ideas or concepts of most interest to you.
2. How can the idea(s) be applied to your life personally, or to your future classroom?
3. Now that I have processed this information I wonder... (write any questions, concerns, statements, and/or frustrations you have as a result of the reading).
4. Instructor's response.

Answers:

**Introduction To Exceptional Learners Fall 2006 Schedule**  
**EDUC 2010-01      Wed. 1 – 3:20 PM      EFS #119**  
**Dr. Shirley Sung Davis, 652.7847, [davis@dixie.edu](mailto:davis@dixie.edu)**  
**WebCT – <http://www.dixie.edu/online/vista>**  
**Textbook - <http://www.ablongman.com/hallahan10e>**  
**Updated on November 17, 2006**

<b>August 23 #1</b>  <b>Topics: Overview</b> <b>What are Exceptionalities?</b> <b>Vocabulary Activity</b> <b>Video</b>	<b>August 30 #2</b> <b>Reading: Chapter 1</b>  <b>Topics: Exceptionality and Special Education</b> <b>Article response (AR): how</b> <b>In-class sharing: how &amp; sign up</b>	<b>September 6, #3</b> <b>Reading: Chapter 2</b>  <b>Topics: Current Trends and Issues/IEP</b> <b>In-class sharing: <u>Brianna</u></b> <b>Guest Speaker:</b> <b>Due: AR #1</b>
<b>September 13</b> <b>Reading: Chapter 3</b> <b>Topics: Multicultural &amp; Bilingual Aspects of Special Education</b> <b>In-class sharing: <u>Spencer, Marisa</u></b> <b>Due: R.S. (Response Sheet) #1</b>	<b>September 20</b> <b>Reading: Chapter 4</b> <b>Topics: Parents &amp; Families</b> <b>In-class sharing: <u>Andrea</u></b>	<b>September 27</b> <b>Reading: Chapter 5</b>  <b>Topics: Mental Retardation</b> <b>In-class sharing: <u>Nichole</u></b> <b>Due: R.S. #2</b>
<b>October 4</b> <b>Reading: Chapter 6</b> <b>Topics: Learners with Learning Disabilities</b> <b>Guest Speaker:</b> <b>In-class sharing: <u>Kate Davis</u></b>	<b>October 11</b> <b>Reading: Chapter 7</b> <b>Topics: Attention Deficit Hyperactivity Disorder</b> <b>In-class sharing: <u>Lauren, Harmony</u></b> <b>Due: R.S. #3</b>	<b>October 18</b> <b>Reading: Chapters 8</b> <b>Topics: Learners with Emotional or Behavioral Disorders</b> <b>In-class sharing: <u>Misty, Maki</u></b> <b>Due: AR #2</b>
<b>October 25</b> <b>Reading: Chapter 9</b> <b>Topics: Learners with Communication Disorders</b> <b>In-class sharing: <u>Kim, Lani L.</u></b> <b>Due: R.S. #4</b>	<b>November 1 – Study Day (interview assignment)</b> <b>Dr. Davis attending NAGC in NC</b> <b>Due:</b>	<b>November 8</b> <b>Reading: Chapter 10</b> <b>Topics: <u>Learners Who Are Deaf or Hard of Hearing &amp;</u></b> <b>In-class sharing: <u>Kylie Buckley</u></b> <b>Due: R.S. #5, Interview Assignment</b>
<b>November 15</b>	<b>November 22</b>	<b>November 29</b>

<p><b>Reading: Chapters 11, 12</b>  <b>Topics: Blindness; Autism Spectrum Disorders</b>  <b>In-class sharing: <u>Elisha, Nancy</u></b>  <b>Resource File Sharing:</b>  <b>Due: R.S. #6</b></p>	<p><b>Thanksgiving Break</b></p>	<p><b>Reading: Chapter 13</b>  <b>Topics: Low Incidence, Multiple, and Severe Disabilities</b>  <b>In-class sharing: <u>Ashley G, Brielle</u></b>  <b>Resource File Sharing:</b>  <b>Due: R.S. #7 (last one 😊)</b></p>
<p><b>December 6</b>  <b>Reading: C. 14 / 15</b>  <b>Topics: Learners with Physical Disabilities; Learners with Special Gifts and Talents</b>  <b>In-class sharing: <u>Kim</u></b>  <b>Due: Exceptionality Resource File</b></p>	<p><b>Mon. December 11, 9:30 AM</b>  <b>Room 119</b>    <b>FINAL Exams</b></p>	