

**Department of Education**

Term: Spring 2011

SYLLABUS

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| **Course:** | EDU 232 Working With Exceptional and Diverse Learners | **Professor:** | Dr. Lisa D. Waller |
| **Credits:** | 3 Semester Hours | **Office Hours:** | MWF 10:00-11:00 and 12:00-1:00 and by appointment |
| **Classroom:** | 215 McClurg | **Office Phone:** | 803-321-5207 |
| **Class Meets:** | MWF 9:00 – 9:50 Section A | **Office:** | 205 McClurg |
|  | MWF 11:00 – 11:50 Section B | **Email:** | lisa.waller@newberry.edu |
|  | MWF 1:00 – 1:50 Section C | **Cell Phone:** | 803-917-7151 |

1. **Course Description**

This course is designed to provide teacher candidates with strategies to understand how our diverse society influences teaching and learning in the classroom.  This course will emphasize understanding how students’ learning is influenced by individual experiences, talents, disabilities, gender, language, culture, social status, and family values. Special attention will be given to exceptional learners including categorical labels, educational law, and instructional accommodations. This course will encourage teacher candidates to reevaluate personal beliefs and possible prejudices that may adversely affect the learning process and gain an appreciation for all facets of diversity that will be encountered in their classrooms.

1. **Student Learning Outcomes**
2. Recognize culturally competent teaching and work towards becoming culturally competent teachers (PLO #6).
3. Identify personal prejudices and progress with breaking down known prejudices (PLO #6).
4. Differentiate between individual differences (culture, learning styles, achievement, gender, social class, exceptionality, and giftedness) and recognize their impact on teaching and learning (PLO #4).
5. Understand legislation and institutional responsibilities related to exceptional learners.
6. Determine appropriate accommodations for various learning styles, intelligences, and exceptionalities (PLO #2).
7. Differentiate learning by modifying lesson plans to accommodate all diverse learners (PLO #2).
8. Examine the similarities and differences among and between individuals from different cultural groups.
9. **Instructional Strategies**

A variety of instructional strategies will be used in the class including: group discussion (large and small), lecture, small group activities, technology integrated lessons, cooperative learning strategies, and special guest speakers.

1. **Required Texts and Readings**

**Purchased by Student:**

Bennett, C. (2011). Comprehensive multicultural education: Theory and practice (7th ed.).

New York: Pearson. [ISBN 0-13-704261-2]

Turnbull, R., Huerta, N., & Stowe, M. (2009). What every teacher should know about IDEA

amended in 2004 (2nd ed.). Boston: Pearson. [ISBN 0-13-714911-5]

**LIVETEXT Account REQUIRED**

**Provided by Instructor:**

Codell, E.R. (1999). Educating Esme’: Diary of a teacher’s first year. Algonquin Books:

Chapel Hill.

Slocumb, P.D. (2004). Hear our cry: Boys in crisis. Aha Process, Inc.: [www.ahaprocess.com](http://www.ahaprocess.com)

Supplemental Readings provided by instructor and posted in Live Text

1. **Academic Requirements**

**Writing Standard**

Students in this course are preparing to become teachers.  As a teacher, you are expected to produce written documents that are easily read, well organized, clearly understood, grammatically correct, and include no spelling errors.  Therefore the quality of your ideas as well as your presentation will be taken into consideration when assigning grades.  You are encouraged to use the grammar- and spell-checker capabilities of your word processor, and to ask your peers to proofread your papers prior to submitting them to the instructor.  If you need assistance with your writing, you are encouraged to visit the campus writing center in order to improve your writing skills. No handwritten assignments will be accepted.

**Descriptions of Learning Assignments**

You will be responsible for all assigned readings listed in the course schedule. In addition to class readings, you will spend time outside of class working on a variety of assignments that will be due throughout the semester. Assignments will be announced in class and posted in Live Text. **If you miss class, it is your responsibility to check with a classmate and review Live Text for these assignments.**  The fact that you missed class is not a legitimate reason for missing the deadline for an assignment.

***Examinations****:* 3 multi-chapter examinations will be administered throughout the semester. The format will be multiple choice, short answer, and essay. Questions may include information found in text, assigned readings, and class activities. The final exam will be cumulative. NOTE: All information may NOT be reviewed in class. It is your responsibility to complete all assigned readings and review material prior to exam. Exams will NOT be made up unless approved **IN ADVANCE** by the instructor.

***Quizzes****:* 5 reading quizzes will be given throughout the semester. The quizzes will be comprised of 5 - 10 multiple choice questions from the reading assignments (text or other reading assignments). Missed quizzes will **NOT** be made up unless your absence is excused and you notify me **IN ADVANCE** of your absence. Quizzes will be taken using the Classroom Performance System (CPS). You will be assigned a pad number that will be used throughout the semester. Please remember your number.

***Educating Esme’ Comprehensive Paper:*** You will complete a paper once you have finished reading the book “Educating Esme’ – Diary of a First Year Teacher”. You will provide examples from the reading selection and make connections to classroom discussion topics and content. Specific details and grading rubric will be provided prior to the paper’s due date. Papers will **NOT** be accepted **LATE** unless approved in advance by instructor.

***CACP Paper Opportunity***:

The Educating Esme’ Comprehensive Paper may be used as a Level II CACP Paper for this course. The paper you turn in on the due date will be used as your first draft CACP. It will be turned in under Esme’ CACP on LiveText. We will then set an appointment to meet and discuss necessary revisions for further evaluation for CACP requirements. All revisions must be completed prior to the end of the semester and a final CACP paper will be submitted on LiveText.

***Reflection Journal and Paper:*** You will complete a series of reflections throughout the semester. Instructions will be provided with each reflection. At the end of the semester, you will complete a summary paper on your reflections and personal growth. Specific details and grading rubric will be provided prior to the paper’s due date. Papers will **NOT** be accepted **LATE** unless approved in advance by instructor.

***Dispositions Paper***: You will complete a brief paper on the Newberry College disposition: *Fairness*. This paper will be a part of your professional education file. Specific details and grading rubric will be provided prior to the paper’s due date. Papers will **NOT** be accepted **LATE** unless approved in advance by instructor.

1. **ADMINISTRATIVE REQUIREMENTS**

**NOTE: As future educators, I ask you to attend class, complete work, and conduct yourself in a manner that you would expect out of your future students. It will not be too long before you are the teacher in your own class.**

***Attendance***

Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation.

***Completing work on time***

Students are expected to complete **ALL** work on time. This includes being present for the three exams, and handing in all written work on time. Make up tests will be given only under **special** circumstances, and **late** written work will ordinarily NOT be accepted.

***Academic Integrity***

Cheating and plagiarism will not be tolerated.  Perpetrators will receive a “0” on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student’s record in the Registrar’s Office and with the Associate Dean of Academic Affairs.  A student may receive a grade of “F” for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).

Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

1. ***ADDITIONAL INFORMATION OF INTEREST***

***Disabilities Support***

If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss)

***Electronic Media***

Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment. Personal computers may be used in class for note-taking and other assignments given by the professor. [Students using computers for a purpose other than mentioned above will be asked to shut down the computer].

***Professional Dress during the Field Experience***

Teacher candidates at Newberry College are expected to behave professionally and ethically in all relationships with administrators, teachers, parents and students. In addition, candidates are expected to dress in a professional manner any time they are representing the college at a public school. Any visit to a school during a Field Experience or Internship is in effect an interview – candidates need to make a good impression for themselves and Newberry College. During field experience all candidates need to look like professional educators, not college students.

***Class Conduct***

Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, and try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain. In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.

***Emergency Procedures***

In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in Live Text or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

1. **EVALUATION AND GRADING**

This course is based on a 550 point system.

Itemized as follows:

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| **Graded Opportunities** | **Points Possible** |
| Class Participation | 30 |
| Reading Quizzes (5 @ 10 points each) | 50 |
| Tests (3 @ 75 points each) | 225 |
| *Educating Esme’* Comprehensive Paper | 120 |
| Reflection Journal and Paper | 80 |
| Disposition Paper | 45 |
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| **TOTAL POINTS** | **550** |

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| **Grade** | **Percentage** | **Grade** | **Percentage** |
| A | 90 – 100% | C | 70 – 76% |
| B+ | 87 – 89% | D+ | 67 – 69% |
| B | 80 – 86% | D | 60 – 66% |
| C+ | 77 – 79% | F | Below 60% |

1. **COURSE CALENDAR**

**(Edited to reflect late start – due to snow)**

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| --- | --- | --- | --- |
| **Class** | **Date** | **Topic/Agenda** | **Assignments** |
| 1 | 1-14 F | Introduction | Read Chapter 1 |
| **PART ONE - MULTICULTURAL EDUCATION** | | | |
|  | 1-17 M | Martin Luther King Jr. Day – NO CLASS |  |
| 2 | 1-19 W | Multicultural Education | Read Chapter 2 |
| 3 | 1-21 F | Culture | **Study for QUIZ #1** |
| 4 | 1-24 M | Culture Part II  **QUIZ #1** | Read info in text regarding your culture group |
| 5 | 1-26 W | Culture Fact Day | Read Chapter 3 |
| 6 | 1-28 F | Race Relations | Supplemental Readings:  *The New Racial Reality*  *Fear and Danger* |
| 7 | 1-31 M | Race Relations Part II | **Study for TEST #1** |
| 8 | 2-2 W | **TEST #1** |  |
| **PART TWO – INDIVIDUAL DIFFERENCES – DIVERSITY** | | | |
| 9 | 2-4 F | Review Test/Introduce individual differences  Learning Styles | Read Chapter 8 |
| 10 | 2-7 M | Learning Styles Part II | Supplemental Reading:  *Case Study – Hoang Vinh* |
| 11 | 2-9 W | Culture | **Study for QUIZ #2** |
| 12 | 2-11 F | Language  **QUIZ #2** | Read pp. 245 – 255 (chap. 9)  Supplemental Reading:  *Edwina Left Behind* |
| 13 | 2-14 M | Achievement |  |
| 14 | 2-16 W | Achievement Part II |  |
| 15 | 2-18 F | Gender | Read pp. 256 – 265 (chap. 9)  Supplemental Reading:  *Appearances*  **Study for QUIZ #3** |
| 16 | 2-21 M | Gender Part II  **QUIZ #3** |  |
| 17 | 2-23 W | **BOYS IN CRISIS** |  |
| 18 | 2-25 F | **BOYS IN CRISIS** |  |
| 19 | 2-28 M | Social Class | Read pp. 265 – 276 (chap. 9)  Supplemental Reading:  *At the Edge of Poverty* |
| 20 | 3 -2 W midterm | Social Class Part II  REVIEW | **Study for TEST #2** |
| 21 | 3-4 F | **TEST #2** |  |
|  | 3-7 to 3-11 | Spring Break – NO CLASS |  |
| **Class** | **Date** | **Topic/Agenda** | **Assignments** |
| 22 | 3-14 M | Review Test – Etc. | **Esme’ Paper DUE next class** |
| 23 | 3-16 W | Esme’ Discussion  **Esme’ Paper DUE** |  |
| **PART THREE – INDIVIDUAL DIFFERENCES – EXCEPTIONALITY** | | | |
| 24 | 3-18 F | Introduce Exceptionality | Read IDEA pp. 1 - 16 |
| 25 | 3-21 M | Special Education Rights and Laws I | Read IDEA six principles  Read Review section (I) for each of the six principles  (pp. 17, 28, 40, 66, 71, 99) |
| 26 | 3-23 W | Special Education Rights and Laws II |  |
| 27 | 3-25 F | Differentiated Instruction –  Lesson Planning I |  |
| 28 | 3-28 M | Differentiated Instruction –  Lesson Planning II | **Study for QUIZ #4** |
| 29 | 3-30 W | **QUIZ #4**  Differentiated Instruction –  Lesson Planning III |  |
| 30 | 4-1 F | NO CLASS – NOT A JOKE! |  |
| 31 | 4-4 M | Learning Disabilities and ADD/ADHD |  |
| 32 | 4-6 W | Speech and Communication Disorders Emotional and Behavioral Disorders |  |
| 33 | 4-8 F | Autism |  |
| 34 | 4-11 M | Physical and Health Impairments |  |
| 35 | 4-13 W | Visual and Auditory Impairments | **Study for QUIZ #5**  **Reflection Journal/Paper DUE next class** |
| 36 | 4-15 F | **QUIZ #5**  **Reflection Paper DUE**  Reflection Discussion |  |
| 37 | 4-18 M | Giftedness | Supplemental Reading:  *Places Where We All Belong* |
| 38 | 4-20 W | Giftedness | **Disposition Statement DUE next class** |
|  | 4-22 F | Good Friday – No Class |  |
| 39 | 4-25 M | Last Class – FINAL THOUGHTS  **Disposition Statement DUE**  Teacher Evaluations |  |
|  |  | **TEST #3 - FINAL EXAM**  **EDU 232 A**  **EDU 232 B**  **EDU 232 C** |  |

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| **Learning Outcomes**  The student will… | | **Assessment(s)** | **NCATE** | **INTASC** | **ADEPT** | **Conceptual Framework** |
| 1 | Recognize culturally competent teaching and work towards becoming culturally competent teachers. | Exam(s)  Esme’ Paper  Reflection Paper  Disposition Paper | Pedagogical Content Knowledge | Motivation and Management | Professionalism | Diversity  Ethics  Content |
| 2 | Identify personal prejudices and progress with breaking down known prejudices. | Reflection Journal and Paper  Disposition Paper | Professional Dispositions | Reflective Practice | Professionalism | Ethics  Collaboration |
| 3 | Differentiate between individual differences (culture, learning styles, achievement, gender, social class, exceptionality, and giftedness) and recognize their impact on teaching and learning. | Exam(s)  Culture Discussion  Disposition Paper | Pedagogical Content Knowledge | Multiple Instructional Strategies  Diverse Learners | Instruction | Diversity  Best Practice |
| 4 | Discuss legislation and institutional responsibilities related to exceptional learners. | Class Participation  Disposition Paper | Professional Dispositions | Reflective Practice | Professionalism | Ethics |
| 5 | Determine appropriate accommodations for various learning styles, intelligences, and exceptionalities. | Exam(s)  Class Participation | Diversity | Diverse Learners  Planning | Planning | Diversity |
| 6 | Differentiate learning by modifying lesson plans to accommodate all diverse learners. | Exam(s)  Class Participation | Professional and Pedagogical Content Knowledge  Diversity | Planning | Planning  Instruction | Diversity  Best Practice |
| 7 | Examine the similarities and differences among and between individuals from different cultural groups. | Culture Discussion  Esme’ Paper | Diversity | Diverse Learners | Environment | Diversity  Best Practice  Collaboration |

Research Base:

National Association of School Psychologists – Position statement on inclusive programs for students with disabilities – [www.nasponline.org/information/pospaper\_ipsd.html](http://www.nasponline.org/information/pospaper_ipsd.html)

National Center for Children in Poverty – Basic facts about low-income children: birth to age 18 – [www.nccp.org/publications/pdf/text\_678.pdf](http://www.nccp.org/publications/pdf/text_678.pdf)

National Assessment of Education Progress - <http://nces.ed.gov/nationsreportcard/>

Payne, R. (2005). A framework for understanding poverty. Aha Process:

National Research Center on Gifted and Talented – <http://www.gifted.uconn.edu/nrcgt/>

Gay, G. (2000). Culturally responsive teaching. New York: Teachers College Press.

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. Educational Leadership, 64(6), 28-33.