# SYLLABUS

<table>
<thead>
<tr>
<th>EDSP 3210D-090: EDUCATIONAL ASPECTS OF EXCEPTIONAL LEARNERS - 3 HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Division of Education and Human Services</strong></td>
</tr>
<tr>
<td><strong>Instructor Name:</strong> Dr. Larry C. Bryant</td>
</tr>
<tr>
<td><strong>Office Location:</strong> Building 1, Room 259</td>
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<tr>
<td><strong>Office Phone:</strong> (972) 780-1339</td>
</tr>
<tr>
<td><strong>Email Address:</strong> <a href="mailto:Larry.Bryant@unt.edu">Larry.Bryant@unt.edu</a></td>
</tr>
<tr>
<td><strong>Twitter:</strong> larrycbryantphd</td>
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</tbody>
</table>

**Class Meeting Days & Times:** Mon (M), Tues (T), Wed (W), & Thurs (R); 10:00am – 11:50am

**Classroom Location:** DAL1, Room 252

**Tk20:** N/A

**Course Catalog Description:** Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher’s role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined.

**Prerequisites:** N/A


**Access to Learning Resources:**

- UNT Dallas Library:
  - phone: (972) 780-3625;
  - web: [http://www.unt.edu/unt-dallas/library.htm](http://www.unt.edu/unt-dallas/library.htm)
- UNT Dallas Bookstore:
  - phone: (972) 780-3652;
  - e-mail: 1012mgr@fheg.follett.com
<table>
<thead>
<tr>
<th>Dr. Bryant’s Theory of Pedagogy (teaching)</th>
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<tbody>
<tr>
<td><strong>Behaviorism</strong></td>
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</table>
| Behavioralism is a worldview that operates on a principle of “stimulus-response.” All behavior caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness. Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increases the probability that the antecedent behavior will happen again. In contract, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavlov’s dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.  
*Theorists: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)* |
| **Constructivism**                        |
| Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representation are subjective. A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner’s previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.  
*Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner* |
### Student Success

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<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.</td>
</tr>
<tr>
<td><strong>Some Students</strong></td>
<td>Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.</td>
</tr>
<tr>
<td><strong>Few Students</strong></td>
<td>Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.</td>
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</table>

#### Course Goals (SOL)
Students will:
1. Understand the legal foundation for special education services.
2. Demonstrate knowledge of state and federal rules and regulations.
3. Demonstrate knowledge of disabilities and their characteristics.
4. Develop a knowledge base of adaptations that may accommodate the exceptional learners.
5. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.
6. Accept their responsibilities to the exceptional child in referrals, collaborating with special education personnel, and developing Individual Educational Plans (IEP).

#### Course Content Objectives:
Students will:
1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

#### Course Outcomes:
Students will be able to:
1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).
The competencies for this course are taken from: (1) *The Council of Exceptional Children Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums*; (2) *Texas Educational Agency – Special Education Early Childhood – 12th grade Standards*; & (3) *The Interstate Teacher Assessment and Support Consortium*.

**Course Competencies**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Course Assignment</th>
<th>TEA-SPED (EC-12)</th>
<th>CEC</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the legal foundation for special educational services.</td>
<td>Disability Resource Notebook</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<tr>
<td></td>
<td>Whole Brain Notebook</td>
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<tr>
<td></td>
<td>Extro Activity</td>
<td></td>
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<tr>
<td></td>
<td>Exams</td>
<td></td>
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</tr>
<tr>
<td>1. Demonstrate acknowledgment of state and federal rules and regulations.</td>
<td>Extro Activity</td>
<td>II</td>
<td>VI</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>Literature Review Research</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Exams</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Journal Critiques</td>
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<tr>
<td>2. Demonstrate acknowledgment of disabilities and their characteristics.</td>
<td>Person with a Disability</td>
<td>IV</td>
<td>II</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td></td>
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<td></td>
<td>Exams</td>
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<td></td>
<td>Literature Review</td>
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<tr>
<td></td>
<td>Disability Resource Notebook</td>
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<tr>
<td>3. Develop acknowledgment base of adaptations to accommodate exceptional learners.</td>
<td>Whole Brain Notebook</td>
<td>III, IV</td>
<td></td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Disability Resource Notebook</td>
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<tr>
<td></td>
<td>Literature Review Research</td>
<td></td>
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<tr>
<td>4. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.</td>
<td>Whole Brain Notebook</td>
<td>V</td>
<td>III, IV</td>
<td></td>
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<tr>
<td></td>
<td>Literature Review Research</td>
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<tr>
<td></td>
<td>Journal Critique</td>
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<tr>
<td>5. Accept their responsibilities to exceptional learners in referrals, collaborating with the family, school officials, special education personnel, and community systems and developing Individual Educational Plans (IEP).</td>
<td>Exams</td>
<td>III</td>
<td>V</td>
<td>VI, X</td>
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<tr>
<td></td>
<td>Person with a Disability</td>
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<td></td>
<td>Interview</td>
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<td></td>
<td>Journal Critiques</td>
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<tr>
<td></td>
<td>Disability Resource Notebook</td>
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<tr>
<td>6. Demonstrate knowledge of major learning theories and the developmental aspects of learning.</td>
<td>Whole Brain Notebook</td>
<td>III</td>
<td></td>
<td>III, IV</td>
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<tr>
<td></td>
<td>Exams</td>
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<tr>
<td></td>
<td>Extro Activity</td>
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<tr>
<td></td>
<td>Literature Review</td>
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**Diversity/Multiculturalism:**

Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course’s curriculum.
COURSE OUTLINE: (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Your Timeline and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intro to course and syllabus review (M)</td>
<td>Buy Text &amp; Organize your calendar Entry Activity (M) Dr. B</td>
</tr>
<tr>
<td>June 8</td>
<td>Understanding Whole Brain Notebook (M)</td>
<td>Read Chapters 1 – 4</td>
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<tr>
<td></td>
<td>Note – Notebook (M)</td>
<td>Mills v. Bd of Education (R) Dr. B</td>
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<td></td>
<td>Exceptional &amp; Special Education (T)</td>
<td>PARC v. Pennsylvania (R) Dr. B</td>
</tr>
<tr>
<td></td>
<td>Historical and Current Perspectives (W)</td>
<td>Race, Gender, &amp; Sexual Orientation Examples (R) Dr. B</td>
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<td></td>
<td>Multicultural &amp; Bilingual Aspects &amp; Parents and Families (R)</td>
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<tr>
<td></td>
<td></td>
<td>*WBN 1 – 4 Chapters 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Exam 1 (R) Chapters 1-4</td>
</tr>
<tr>
<td>Week 2</td>
<td>Intellectual Disabilities (M &amp; T)</td>
<td>Read Chapters 5 &amp; 15</td>
</tr>
<tr>
<td>June 15</td>
<td>Gifts &amp; Talents (M &amp; T)</td>
<td>Educating Peter Activity Dr. B</td>
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<td></td>
<td>Learning Disabilities (W &amp; R)</td>
<td>Read Chapter 6</td>
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<td></td>
<td>Dyslexia (W &amp; R)</td>
<td>*Interview with an IWD (R)</td>
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<td></td>
<td></td>
<td>Fat City Activity Dr. B</td>
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<td></td>
<td></td>
<td>*Journal Critique #1 (R)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Attention Deficit Disorder/Hyperactivity (M &amp; T)</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td>June 22</td>
<td>Emotion/Behavior Disorders (T, W, &amp; R)</td>
<td>Read Chapter 8</td>
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<td></td>
<td>*WBN 5 – 8 and 15</td>
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<td></td>
<td></td>
<td>EXAM II – Chapters 5 – 8 and 15</td>
</tr>
<tr>
<td>Week 4</td>
<td>Communication Disorders (M)</td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td>June 29</td>
<td>Autism Spectrum Disorders (T &amp; W)</td>
<td>Read Chapter 12</td>
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<td></td>
<td>Physical Disabilities (R)</td>
<td>Read Chapter 14</td>
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<td></td>
<td></td>
<td>*Journal Critique #2 (R)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Low Incidence Disabilities (M)</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td>July 6</td>
<td>Deaf or Hard of Hearing (T)</td>
<td>Read Chapter 10</td>
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<td></td>
<td>Visual Impairments (T &amp; W)</td>
<td>Read Chapter 11</td>
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<tr>
<td></td>
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<td>*WBN 9 – 14 (T)</td>
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<td></td>
<td>* Disability Resource Notebook (T)</td>
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<tr>
<td></td>
<td></td>
<td>Mock IEP Meeting Dr. B</td>
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<tr>
<td></td>
<td></td>
<td>EXAM III – Chapters 9 - 14</td>
</tr>
</tbody>
</table>
COURSE EVALUATION METHODS
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas’ Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.
**Student Professional Dispositions:** Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials.
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning.
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

**Participation**

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion **every** class period.
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This course will utilize the following instruments to determine student grades and proficiency of
the learning outcomes for the course. Your grade in this course will be determined based on a
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following:

- establishing and maintaining positive relationships and interactions with peers,
colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions)
with the class;
- being flexible and understanding in response to unforeseen changes in the
syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity
not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as
phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium
for note taking. However, professionalism dictates that students use their computers for
class-related activities only during class time.

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addition, no work completed and turned in for this course should be turned in at a later
time (without significant changes or additions) to fulfill requirements for other courses,
or shared with other students for the purpose of completing course work in special
education courses of this or other instructors.

*******PAY CLOSE ATTENTION TO THIS PASSAGE**********

All written work for this course and subsequent educational courses MUST adhere to the
American Psychological Associations format for writing. You will here this style
referenced as APA a gazillion billion times. Even if your instructor does not require it,
you should always write in this style for practice and comfort. The more you use it, the
more efficient you will become. The goal is for automaticity with the use of APA.
Participation (60 Points)
You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. As a final component of this evaluation, you will do an Introduction and Extroduction activity. The Intro activity is a scavenger hunt through the syllabus, whereas the Extroduction activity is a reflection of the course objections and how you have demonstrated you met the objections. For this reflection, you can pull from the course readings, class activities, class discussions, videos, research, assignments, or any other source. Be sure to fully site your reference(s). Failure to complete the Introduction/Extroduction will result in a ZERO (0) for this evaluation component.

Literature Review Research Activity (50 Points): You have one literature review research activity. This assignment is located at the end of the syllabus. Complete and timely submission of work is also required. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means all word-processed work will be in APA writing style ONLY.

Whole Brain Notebook (60)
The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactil. In completing the hemispheric connector, please use the formula provided in the example.

Journal Critique (2 @ 50 = 100 Points):
Each student will complete two 1-2 page CRITIQUE (analyzing) of two different journal articles related to an exceptionality presented in class or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “Journal Critiques.”

The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2006. Journal articles should be a minimum of three pages of text. A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor before the due date.

Interview with a Person with a Disability/Family Member of a Person with a Disability (30 Points):
Identify and interview a person with a disability. You may not interview someone in your family however; if you have a family member with a disability, you may share your family member with another classmate. Additional assignment information is detailed later in the syllabus.

Disability Resource Notebook (100 Points):
You will select two disabilities of interest to you and organize a comprehensive resource notebook that may be used in your classroom. DRN must be over a disability provided for in the Individuals with Disabilities Education Act. The notebook may serve as a resource to you, other school professionals, your students and their families. Your
Disability Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted electronically and be organized in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information of the section. In conclusion, this Disability Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the disabilities.

Exams (3 exams @ 50 = 150 Points):
There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions.

Extra Credit:
Throughout this semester, if there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE:
Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the spring administration of the SETE will remain open through the week of finals.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Whole Brain Notebook</td>
<td>60</td>
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<tr>
<td>Online Session</td>
<td>50</td>
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<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>Interview</td>
<td>30</td>
</tr>
<tr>
<td>Journal Critiques</td>
<td>100</td>
</tr>
<tr>
<td>Disability Resource Notebook</td>
<td>100</td>
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<tr>
<td>Extra Credit (25 points maximum)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>630</strong></td>
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Grade Determination:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>567-630 (90-100%)</td>
</tr>
<tr>
<td>B</td>
<td>504-561 (80-89%)</td>
</tr>
<tr>
<td>C</td>
<td>441-498 (70-79%)</td>
</tr>
<tr>
<td>D</td>
<td>378-435 (60-69%)</td>
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<tr>
<td>F</td>
<td>377 and below</td>
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Final Grade Computation
Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation and at the professor’s discretion.**

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students’ with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
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The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.
Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (see appendix). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. We will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment
• Promoting student self-evaluation, reflection, and critical thinking.
• Measuring performance based on genuine samples of student work.
• Providing flexibility in measuring how students accomplish their learning goals.
• Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
• Giving students the opportunity to have extensive input into the learning process.
• Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
• Providing a process for structuring learning in stages.
• Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
• Enabling measurement of multiple dimensions of student progress by including different types of data and materials.
List of Portfolio Content

** Each content activity must include a reflection (see appendix)

**Introduction and Extroduction Activities (20 Points)**

The introduction and extroduction activities consist of the following projects and are valued at 10 points each, however, in order to continue with the course, you MUST complete the introduction activity: Introduction activity is a “welcome to my class” scavenger hunt of the course syllabus, while the Extroduction to be completed and turned in with your 3210 Portfolio is your “reflection” of the 6 course goals-found in the syllabus. You must reflect on the entire course and identify what activities you did to help you meet the goals of the course. Details are critical.

**Participation (140 Points):** You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. For each chapter, you will have a 10 question, multiple choice/true false PROBE. After you complete the probe, you are responsible for scoring it and reviewing. The goal is to reflect on your responses in order to inform how you should better prepare for the course information. Special Note - later the probes become the basis for the Exams. Probe items appear in the exact same order as they are introduced to you. You are solely responsible for items on the probes and exams whether they are covered in class or not. All probe and subsequent exam items are taken from the text and are predetermined by the text publisher.

**Literature Review Research Activity (50 Points):** You have one literature review research activity. This assignment is located at the end of the syllabus. Complete and timely submission of work is also required. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means all word-processed work will be in APA writing style ONLY.

**Whole Brain Notebook (60):** The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

**Journal Critique (2 @ 50 = 100 Points):** Each student will complete two (1-3 pages) critiques of two different peer reviewed journal articles related to an exceptionality presented in class or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “Journal Critiques.” The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009. Journal articles should be a minimum of three pages of text. A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor before the due date.

**Interview with a Person with a Disability/Family Member of a Person with a Disability (30 Points):** Identify and interview a person with a disability. You may not interview someone in your family however; if you have a family member with a disability, you may share your family member with another classmate.
Disability Resource Notebook (100 Points): You will select two disabilities of interest to you and organize a comprehensive resource notebook that may be used in your classroom. DRN must be over a disability provided for in the Individuals with Disabilities Education Act. The notebook may serve as a resource to you, other school professionals, your students and their families. Your Disability Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted in an organized in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information of the section. In conclusion, this Disability Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the disabilities.

Disability Categories which you MUST select TWO!
1. Specific Learning Disabilities
2. Emotiona Behavior Disabilities
3. Cognitive or Intellectual Disabilities
4. Autism Spectrum Disabilities
5. Traumatic Brain Injury
6. Speech and Language
7. Physical Disabilities

Exams (3 exams @ 50 = 150 Points): There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions. Lastly, the exams are constructed using the identical questions from the weekly probes.

Extra Credit:
Throughout this semester, if there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the Fall administration of the SETE will remain open through the week of finals.
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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Intro/Extro Activities</td>
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<td>Participation</td>
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<td>Whole Brain Notebook</td>
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<td>Literature Review Research</td>
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<td>Exams</td>
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<td>Extra Credit (25 points maximum)</td>
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**Grade Determination:**

**GRADE** | **POINTS**
--- | ---
A | 585-650 (90-100%)
B | 520-584 (80-89%)
C | 455-519 (70-79%)
D | 390-454 (60-69%)
F | 389 and below

**Final Grade Computation:** Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation and at the professor’s discretion.**

**UNIVERSITY POLICIES AND PROCEDURES**

**COURSE POLICIES**

**Email Etiquette Guidelines:**

1. Think three times: before you write, after you write and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings. Remember email
responses are permanent. To reduce email communication problems:

a. Resist the temptation to “fire off” a response.

b. Read the original message again. You may have misinterpreted the message.

c. Draft a response and let it cool off for a time before sending it.

d. Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Use of Electronic Devices during Seminar:

Emailing, instant messaging or researching on the net are not relevant class related activities. Engaging in these activities is distracting to the instructor and peers.

Basic Assumptions: Several assumptions are made regarding the students in this class. The instructor assumes that as a student in this class you:

1. Will respect an individual's diversity in the way in which you refer to people in class discussions and in written work. Please avoid phrases like "the handicapped," "EH kids," "severely retarded," "the black, or Chicano, or Hispanic, or Russian...kids" or other statements that highlight the disability or diversity rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability, the program for students with behavior disorders, students who are Hispanic", etc. This small change emphasizes the humanity and individuality of the person and clarifies that the person's diversity is only one of many characteristics (and not necessarily the most important!) that people can possess.

2. Are able and willing to edit written work according to rules of conventional English grammar and spelling. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules. If in doubt please see the writing tutors in the writing center.

3. Will attend class regularly and will come to class prepared. "Prepared" means that you have read the readings sufficiently to verbally and in writing:

   (a) discuss definitions, ideas notions, concepts, issues, and procedures from the readings; (b) relate this information to previous information presented in class, online or in previous readings; and

   (c) apply the information to problems. It will be your responsibility to ask the instructor questions when information from readings or class meetings is unclear.

4. Will turn assignments in on time, and will prepare assignments in a professional manner (i.e., typed neatly and edited for spelling and grammar). Products, which, in the judgment of the instructor, are unreadable or unprofessionally prepared, will be returned ungraded or assigned a lower evaluation. Points may be deducted for late assignments. Late assignments will not be accepted without prior written approval from the instructor.

5. Will be aware of and adhere to the University's policies on plagiarism. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given an "NP" grade for the course AND may be suspended or expelled from the university. See the Code of Student Conduct in the Time Schedule of Classes for these policies.

6. Are aware that the assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has
been demonstrated and a passing grade may be earned. Students must have completed at least two of the notebook sections (i.e. first assignment) and one half of the quizzes before the instructor will consider this option (barring extreme circumstances). Should an "I" grade be necessary, however, students should discuss this with the instructor at the time such circumstances exist to ensure that this grading option will be available. If approved, a written course completion agreement must be negotiated between the student and instructor. This agreement must be negotiated and in writing before the beginning of finals week.

STUDENTS WITH DISABILITIES (ADA COMPLIANCE): The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students’ with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office.

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