

**Introduction to the Exceptional Learner**  
**Glendale Community College**  
**Spring 2010**  
EDU 222  
Section 23528—8:00-8:50  
HONORS SECTION  
M,W, class with Hybrid assignments  
CL-10

**Contact information**

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Office hours: M, W, F from 11:00-12:00 and T, R from 1:00-2:00

Other hours are available. Call for an appointment.

**Official Course Description**  
**Introduction to the Exceptional Learner**

Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes school-based practicum. Prerequisites: None.

**MCCCD Official Course Competencies:**

1. Trace the history of society's treatment of the exceptional learner, including the implications of current legislation. (I)
2. Identify early intervention priorities and programs for the exceptional learner. (I)
3. Describe the Individualized Education Plan (IEP) and other parent, family, and social support systems. (II)
4. Describe the Individual Family Services Plan (IFSP) and other parent, family, and social support systems. (II)
5. Describe educational adaptations for the exceptional learner. (II, XI)
6. Describe educational considerations for children with mental retardation and developmental disabilities and those with emotional and behavior disorders. (IV)
7. Identify and explain factors to consider in defining and diagnosing learning disabilities. (V)
8. Compare and contrast language and speech disorders. (VI)
9. Analyze the controversy over the use of assistive technology and augmentative communication devices for children with language and speech disorders and for children with hearing or visual impairments. (VI, VII, VIII)

10. Compare neurological impairment, musculoskeletal condition, congenital malformation, and other physical disabilities and health problems. (IX)
11. Describe characteristics of children with multiple severe disabilities. (X)
12. Describe qualities and characteristics of gifted learners. (XI)
13. Explain the State Board of Education Professional Teaching Standards that relate to the exceptional learner. (XII)

### **HYBRID COURSE**

**This is a hybrid course. A “normal” course meets for 150 minutes per week. This class will only meet face-to-face for 100 minutes. The other required time will be spent completing independent assignments. There will be online chapter quizzes and additional “hybrid” assignments. These assignments will be posted on Blackboard and will have specific due dates. The URL for Blackboard is <https://ecourses.maricopa.edu/webapps/login>. You can complete these assignments in the computer lab at GCC or at home.**

**Required Textbook:** *Teaching Students with Special Needs in Inclusive Settings*, Fifth Edition. Authors: Smith, Polloway, Patton, and Dowdy.

**Attendance policy:** Your attendance is very important to your success in this class. There are many group activities, videos, and important discussions that you will miss if you are late or absent. Attendance will be taken every day and absences will count from the very first day of class. The only excused absences are those stated in the student handbook. There are 50 attendance points. One free absence and then 10 points will be deducted for every absence. Being late or leaving early is considered ½ an absence.

**Withdrawal Policy:** The last day to withdraw from a course without the instructor’s signature is Friday, March 5th. After this date, you must obtain the instructor’s signature and the instructor has the option of giving a W (withdrawal passing) or a Y (withdrawal failing). It is the student’s responsibility to initiate a withdrawal. If you have excessive absences or just stop coming to class, you will receive a failing grade.

**Disability Accommodation:** Please see me if you have a documented disability that may require accommodations. I will be happy to work with the Disability Services and Resources (DSR) office to coordinate the necessary accommodations. The phone number for DSR is 623-845-3080. They are located in the TDS building.

**Testing Policy:** Students are expected to take all tests in class, on the day indicated on the syllabus. In an extreme emergency, you may contact me **before the class time** to arrange for a make-up test. At the discretion of the instructor, the make-up test may be different from the original test. If it is not an emergency and you do not contact me before class, you will be given a “0” for the test.

**Due dates:** The syllabus clearly states all due dates and you are given ample time to complete assignments. **To get full credit, the assignment must be turned in at the beginning of the class period on the date it is due. There will be 25% deduction for**

**every class period that the assignment is late.** Being absent is not an excuse for late work. It is your responsibility to get assignments to me on time, even if you are not going to be in class.

**Academic dishonesty:** Cheating and plagiarism will not be tolerated. This includes any misrepresentation of required observations. Penalties for academic misconduct will be determined by the instructor and may include grade adjustment or course failure. See the current GCC student handbook for more information.

**Professionalism:** You are required to do three observations for this class. Please dress and act professionally. Your reputation and the reputation of GCC are on the line. Schools have strict dress codes, behavior codes, and confidentiality is required.

**Audio taping:** Prior approval is required for taping of the class.

**As a courtesy to your fellow classmates, please turn off all cell phones.  
Cell phones and other electronic devices must remain out of sight during tests.**

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### **Assignment Details**

**Hybrid assignments will be listed weekly on Blackboard.** It is your responsibility to check Blackboard and submit the assignments on time. There will be 12 online quizzes and 12 hybrid assignments during the semester. These quizzes and assignments are worth 500 points. Take them seriously!

**Chapter Quizzes:** Chapter quizzes will be taken on Blackboard. The quiz will be found in the tab called “Course Materials”. The due date of each quiz is listed in the syllabus. You must complete the quiz BEFORE you come to class on the due date. The quiz has no time limit and you can save your answers if you aren’t able to complete the quiz in one sitting, but you can only submit your answers once. Once the quiz is submitted, it will be graded and you cannot go back and take it again. The grade will automatically be entered in the Blackboard gradebook.

### **Parent Panel Reaction Paper—25 points**

#### **Due February 22**

A group of parents from Raising Special Kids will visit our class. They will be happy to answer any and all of your questions about what it is like to raise a child with special needs. After listening to the panel, you will be required to write a 2-page (double-spaced, 12 font) reaction paper. If for some reason you are absent on the day the panel comes to class, you will be required to do an alternate assignment.

**Honors Choice Activities (50 points each—due dates are March 31 and May 3) 2 are required. One must be a written paper (research or book review) and the other must be a volunteer activity. Both are required. Failure to complete both projects will result in a full grade deduction.**

### **Research ideas**

- Book review—See attached for details
  - Design a project to be displayed at the Prospective Honors Students Open House on Wednesday, March 31<sup>st</sup>.
  - Develop a Resource file (support groups, community agencies, advocates, respite, etc.)
  - Research medication used for various conditions (ADHD, bipolar, asthma, epilepsy, etc.)
  - Research assistive technology (HI, VI, autism, physical disabilities, etc.)
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### **Volunteer ideas**

- Volunteer for at least 10 hours in a special education setting. (This is in addition to the 3 observations)
- Volunteer for a Special Olympics Event—dates TBA
- Tutor a child with a learning disability, ADHD, etc.
- Be a Science Fair Judge at Candeo School (4<sup>th</sup>-6<sup>th</sup> grade students) Date: Feb. 19 (morning)
- Other ideas? See me for approval

### **Observations--(3 required—25 points each)**

**Due dates: March 24, April 7, and April 28**

You must find three different setting to observe. Many schools will require a fingerprint clearance. If you do not have a clearance card, you will have to choose from other options listed. Choose from the following:

- Special education classroom (self-contained)
- Special education classroom (resource room)
- Gifted classroom
- Private special education school or center, such as Gompers, ACES, Arizona Day School for the Deaf, United Cerebral Palsy, Foundation for Blind Children
- Best Buddies Activity
- Special Olympic event
- GCC Adaptive Fitness Center
- Phoenix Public Library Special Needs section
- Therapy sessions—speech, physical, occupational, music, art, horse, applied behavioral analysis
- Interview a special education teacher, therapist, school psychologist
- Recreation opportunities for children with disabilities
- Others? Please check with me.

You must submit the observation form, signed by the teacher for each observation. **The observation form is your note-taking device. You must turn in the signed observation form with a 2-page typed paper.** (12 font, double-spaced) If you need help finding classrooms, see me early in the semester. Do not wait until the last minute. It may take time to get permission to observe! Please remember that you must dress and act like a professional while in the classroom. When completing your observation paper, do not use full names of students you meet in the classroom. Confidentiality is very important. Our local schools will not let us observe if we break this trust.

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### Calendar of Due Dates

| Assignment                            | Date         | Points | Score |
|---------------------------------------|--------------|--------|-------|
| Chapter 1 quiz                        | Jan. 25      | 20     | _____ |
| Hybrid #1                             | Jan. 25      | 20     | _____ |
| Chapter 2 quiz                        | Feb. 1       | 20     | _____ |
| Hybrid #2                             | Feb. 1       | 20     | _____ |
| Chapter 3 quiz                        | Feb. 8       | 20     | _____ |
| Hybrid #3                             | Feb. 8       | 20     | _____ |
| Chapter 4 quiz                        | Feb. 17      | 20     | _____ |
| Hybrid #4                             | Feb. 17      | 20     | _____ |
| Parent Panel Reaction Paper           | Feb. 22      | 25     | _____ |
| Test #1 (Chapters 1-4 and Vocabulary) | Feb. 24      | 75     | _____ |
| Chapter 5 quiz                        | March 1      | 20     | _____ |
| Hybrid #5                             | March 1      | 20     | _____ |
| Chapter 6 quiz                        | March 8      | 20     | _____ |
| Hybrid #6                             | March 8      | 20     | _____ |
| Chapter 7 quiz                        | March 22     | 20     | _____ |
| Hybrid #7                             | March 22     | 20     | _____ |
| Observation #1                        | March 24     | 25     | _____ |
| Chapter 8 quiz                        | March 29     | 20     | _____ |
| Hybrid #8                             | March 29     | 20     | _____ |
| Test #2 (Chapters 5-8)                | April 5      | 50     | _____ |
| Observation #2                        | April 7      | 25     | _____ |
| Chapter 9 quiz                        | April 12     | 20     | _____ |
| Hybrid #9                             | April 12     | 20     | _____ |
| Chapter 10 quiz                       | April 19     | 40     | _____ |
| Hybrid #10                            | April 19     | 20     | _____ |
| PowerPoint Presentation               | April 19-21  | 25     | _____ |
| Hybrid #11 quiz                       | April 26     | 20     | _____ |
| Chapter 11                            | April 26     | 20     | _____ |
| Observation #3                        | April 28     | 25     | _____ |
| Chapter 12 quiz                       | May 3        | 20     | _____ |
| Hybrid #12                            | May 3        | 20     | _____ |
| Attendance                            | All semester | 50     | _____ |
| Final Exam (Chapters 9-12)            | See schedule | 50     | _____ |

|                            |              |             |       |
|----------------------------|--------------|-------------|-------|
| Take home portion of final | See schedule | 50          | _____ |
| Honors project #1          | March 31     | 50          | _____ |
| Honors project #2          | May 3        | 50          | _____ |
| <b>TOTAL</b>               |              | <b>1000</b> | _____ |

**Every effort will be made to adhere to this syllabus and schedule of due dates, but it may be necessary to vary from this outline to meet the needs of this particular class. Students will be notified of any changes in due dates, course requirements or policies.**

**Grading Scale**

- 900-1000 points = A (90%)
- 800-899 points = B (80%)
- 700-799 points = C (70%)
- 600-699 points = D (60%)
- 599 or below = F

The last day of class is Wednesday, May 5<sup>th</sup>.  
**Final exam will be on Wednesday, May 12<sup>th</sup> at 8am.**

**Students are responsible for the information contained in this syllabus. Students are also responsible for all college policies stated in the college catalog and student handbook.**

**Keys to success**

- Get organized! There is something due every week.
- Check Blackboard every week for your hybrid assignment.
- Read your textbook every week and complete the online quiz.
- Proof read all of your assignments for spelling and grammatical errors. If writing is difficult for you, seek the assistance of the Writing Center.
- Don't miss class. Don't be late—professionalism starts now!
- Don't put off your observations until the last minute. It takes time to find and get permission to observe.
- Contact me if you have any questions or concerns. Don't wait until the problem is too big to solve!

## Book Review

### Possible Book Titles:

Axline, Virginia. *Dibs: In Search of Self*, Balantine, 1964  
Baron, Judy and Sean. *There's a Boy in Here*.  
Beck, Martha. *Expecting Adam*, Times Books, 1999.  
Begna, Barbara; Jensen, Shirlee. *I Can't Always Hear You*, Raintree Publishers, 1990.  
Buck, Pearl S., *The Child Who Never Grew*.  
Colas, Emily. *Just Checking*  
Crawford, Veronica, *Embracing the Monster*, Brookes Publishing, 2002.  
Eyerly. *The Seeing Summer*.  
Finke, Beth, *Long Time, No See*, University of Illinois Press, 2003.  
*Galbraith, Judy. Unwrapping the Gift.*  
Gerlach, Elizabeth King. *Just This Side of Normal*  
Ginsberg, Debra. *Raising Blaze*.  
Grandin, Temple. *Thinking in Pictures*  
Greenfield, Josh. *A Child Called Noah*, Pocket Books, 1970.  
Hadon, Mark. *The Curious Incident of the Dog in the Nighttime*.  
Kersjes, Mike. *A Smile as Big as the Moon*  
Louganis, Greg, *Breaking the Surface*, 1996.  
Machoian, Lisa. *The Disappearing Girl*  
Maurice, Catherine. *Let Me Hear Your Voice*.  
MacCracken, Mary. *Turnabout Children*.  
Manion, Mark, *Unfinished Mile*  
Maynard, Kyle, *No Excuses*  
*McCarthy, Jenny. Louder Than Words: A Mother's Journey in Healing Autism.*  
*McCarthy, Jenny. Mother Warriors: A Nation of Parents Healing Autism Against All Odds.*  
Miller, Janet. *Injured Mind, Shattered Dreams: Brian's Survival and Recovery from a Severe Head Injury*.  
Neufeld, John. *Lisa, Bright and Dark*, Signet, 1969.  
Paradiz, Valerie, *Elijah's Cup*  
Runyon, Marilyn. *No Finish Line: My Life as I See It*.  
Schiller, Lori, *The Quiet Room*.  
Simon, Lizze. *Detour*  
Simon, Rachel, *Riding the Bus with my Sister*.  
Snow, Kathie. *Disability is Natural*.  
Spencer Messer, Terry. *Kissing Doorknobs*.  
Spradley, Thomas & James P. *Deaf Like Me*.  
Stacy, Patricia. *The Boy Who Loved Windows*.  
Viscardi, Henry. *The Phoenix Child: A Story of Love*.  
Walker, Lou Ann. *A Loss for Words*.  
Williams, Donna. *Nobody Nowhere*.  
Zuckoff, Mitcyhell. *Choosing Naia*

**There are many more books about disabilities in the GCC library and other libraries. Don't be afraid to ask for help when looking for a good book!**

## Assignment Details for Book Review

- Write a brief summary AND
- Answer three of the following questions. (Your choice)

1. What were your feelings after reading the opening chapter(s) of this book? After reading half of the book? After finishing the books?
2. Did this book make you laugh? Cry? Cringe? Smile? Cheer? **Explain.**
3. What connections are there between the book and exceptional learners? Explain.
4. What is the most important word in the book? The most important passage? The most important event or feeling? Explain.
5. Who should or shouldn't read this book? Why?
6. What are the best parts of the book? What are the worst parts of the book? Explain.
7. What came as a surprise in the book? Why?
8. What makes you wonder in this book? What confuses you?
9. Do any of the characters remind you of friends, family members, or classmates? Explain.
10. What was the author saying about life, living and disabilities in this book?
11. How has the book helped you understand people with special needs? Explain.
12. What do you know now that you didn't know before?

### Format instructions:

1. Your assignment should be word-processed.
2. Do NOT use a title page. Your name, date and course title should be typed on the first page in the upper right hand corner. Skip 2 lines and center the title of your book and author's name. (Remember to either underline or *italicize* the title.)
3. **BOLD the question you are answering.** Single space each response, double space between each section. Use 12 font, simple text, block format.
4. The paper must have evidence of thoughtful inquiry and reflection of the subject we are studying. Do not comment on the literary value of the novel. Focus on content and apply it to what we are learning in class.
5. Each response should be at least half a page in length. The entire paper should be a minimum of 2 full pages. There should be NO spelling or grammatical errors.

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Honors Projects—Please return this page to me by February 3<sup>rd</sup>.

Name \_\_\_\_\_

2 required— Be specific. If you are going to read a book, list the title. If you are going to volunteer, tell me where. If you are going to do an honors project to display, describe your idea.

1. Research based (book review, research paper, project to display)

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2. Volunteer activity (school, tutoring, special event)

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