

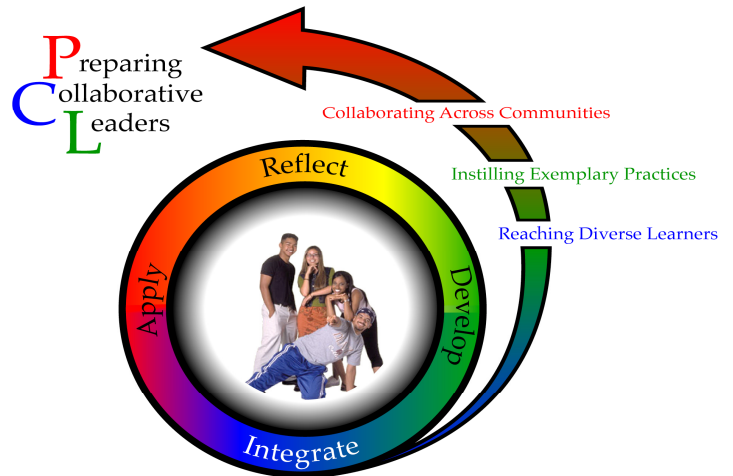
University of Wisconsin-Eau Claire  
College of Education & Human Sciences  
Department of Special Education  
Eau Claire, WI 54702

**SPED 200 Introduction to Special Education**

Fall, 2009

Section 2 – Tuesday, 3:00 – 5:45 p.m., HSS 226

Instructor: Dr. Angela L. Dalhoe  
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Office Hours: As Posted



EXCELLENCE AS A JOURNEY

**Definition of Collaborative Leadership:**

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

**Prerequisites:** No prerequisites listed in the University Catalogue

**Required Text:**

Gargiulo, Richard, M. (2009). *Special Education in Contemporary Society*. 3<sup>rd</sup> Ed. Sage Publications Inc.

**Course Description:**

Survey of the education of children with communication disorders, cognitive disabilities, sensory and physical disabilities, learning disabilities, and emotional disturbance.

Course Objectives	WTS	Artifacts
1. Students will describe in writing the history of educational and societal treatment of individuals with disabilities.	1,2	exam
2. Students will list in writing categories of exceptionality including prevalence figures and characteristics in each category.	1,2	exam
3. Students will describe in writing placement options and service delivery systems available to children and adults in each category.	1	exam
4. Students will describe in writing the effect of the different disabling conditions on education and lifestyle.	1,2	paper and discussion boards
5. Students will list in writing possible educational strategies and lifestyle modifications for the categories of exceptionality.	1	discussion boards
6. Students will describe in writing procedures for complying with state and federal mandatory education laws, rules, and regulations.	1	exam
7. Students will describe in writing parental experiences illustrating the conflicts, trials, and joys experienced by parents of children who have disabilities.	1	video reflection
8. Students will demonstrate familiarity with professional journals and resources available in the field of special education and related fields.	1	classroom activities
9. Students will demonstrate proficiency in written expression.	1	reflection paper
10. Students will describe in writing factors, which contribute to and/or cause disabilities, as well as strategies, which might facilitate prevention or reduce the number of individuals with disabilities.	1	exam
11. Students will describe in writing how a person with knowledge of disabilities might instruct other people to increase their acceptance of individuals with disabilities.	1	reflection paper

Course objectives are designed to meet the Wisconsin Teacher Standards. These standards are listed after each objective. Materials that you may wish to save for your teaching portfolio are identified in the right hand column. In addition, Special Education 200 addresses the following goals of the baccalaureate degree at UW-Eau Claire. They are as follows: Goal 3, An ability to inquire, think, analyze, and Goal 4, An ability to write, read, speak, listen. You may wish to save the paper from this course for possible inclusion in your University portfolio.

## Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in **the knowledge, skills and dispositions**.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

### UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

#### Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: discussion board postings and reflection paper).

#### Knowledge of Human Culture and the Natural World

- UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. This outcome includes majors in the professional colleges (Artifacts: movie project, presentations, and reflection paper).
- UW Eau Claire students will demonstrate a breadth of knowledge about human culture and about the natural world. This outcome will be grounded in general education studies in sciences, mathematics, social sciences, humanities, languages, and the arts (Artifacts: movie project, presentations, and reflection paper).

#### Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: movie project, presentations, and reflection paper).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: presentations, movie project, and reflection paper).

#### Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: class discussions and presentations).

#### Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: exams and quizzes).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings, movie project, and reflection paper).

## Course Requirements

1. **Quizzes** (2 @ 20 points each = 40 points)  
Each quiz will cover any previous class reading, discussion, and related assignments. There are no make-up quizzes if you choose to be absent.
2. **Examinations** (Midterm @ 60 points and Final @ 80 points each = 140 points)  
There will be a midterm and a final exam covering readings and other course material. Examination questions will consist of multiple choice, true/false, matching, and/or other similar formats. **The examinations will be challenging.**
3. **Movie Paper and Presentation** (50 points)  
This project involves watching an assigned movie that portrays an individual with disabilities. The paper will specifically address a series of questions related to the portrayal of disabilities in our society (see page 8 for questions and rubric). This paper is a **minimum of 3 pages** (max of 4) in length using the template posted on D2L. Papers that do not use the template will be returned. Points will be deducted accordingly.  
Each student will be assigned one of 12 movie options. The paper is due date is listed in the course calendar. Movies and presentation dates will be assigned during the first class. The presentation will consist of 4-5 students who were assigned the same movie answering questions and facilitating a class discussion regarding their observations. The presentation will not involve any additional planning or material (i.e., PowerPoints, handouts, etc.).
4. **Attendance and Participation**  
In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet. Students who are late or leave early will lose points.

Attendance, as well as participation, is expected for all classes. You will be allowed one “free absence” for whatever reason, and this will not affect your grade – use this absence wisely. Any additional absences will result in a deduction of 10 points for each missed class. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from the missed class period (from your peers) and there will be no make up quizzes. In addition, any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment – points will be deducted for late assignments at a rate of 10% per day.

**Please note: physical attendance does not guarantee points** – you must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, talking with peers, listening to music, surfing the Internet, or using any non-academic electronic devices during class. **Therefore, it is possible to lose points daily for lack of participation and/or demonstrating distracting/disrespectful behaviors.**

5. **Self-Reflection Paper** (25 points)

This assignment is designed to assist the candidate reflect on information gathered from this course. The Self-Reflection must be a minimum of two double-spaced pages. Large group discussion will be utilized to disseminate the project information. Possible examples include:

- Has your philosophy of individuals with disabilities changed? How has it changed?
- Has your attitude toward individuals with disabilities changed? If so, how/why?
- What was the most beneficial information you learned and how will you use it in the future?
- What did you learn that you did not expect to learn?

6. **Miscellaneous Activities** (6 @ 5 points each = 30 points)

Miscellaneous Activities will not be accepted if absent and cannot be made up. These activities may include, but are not limited to:

- Answering questions in small groups and submitting group comments.
- Video comments/reflections – These will be used for class discussions and may randomly count toward “miscellaneous activity” points. Please come prepared with notebook paper for submission of reflections after each video.

7. **Discussion Board Postings** (4 @ 10 points each = 40 points)

Topics will be announced the week before the post is due. Students need to post a well thought out response and reply to a peer’s post.

**Additional Course Information**

**Academic Misconduct Policy**

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

**Extra Credit**

There is no extra credit offered in this course.

**Assistance**

If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dalhoe as soon as you suspect difficulty.

**Accommodations**

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Services for Students with Disabilities Office.

**Course Grading**

Grades will be determined by total points on the following percent scale.

A = 94% - 100%	B- = 80% - 82%	D+ = 67% - 69%
A- = 90% - 93%	C+ = 77% - 79%	D = 63% - 66%
B+ = 87% - 89%	C = 73% - 76%	D- = 60% - 62%
B = 83% - 86%	C- = 70% - 72%	F = 59% and below

**Tentative Course Calendar for SPED 200-2**

**NOTE: This calendar is subject to change at the discretion of the instructor.**

	<b>Topic/Activity</b>	<b>Assignment/ Reading</b>
9/8 (1)	<ul style="list-style-type: none"> <li>• Course Introduction/Review of Syllabus</li> </ul>	
9/15 (2)	<ul style="list-style-type: none"> <li>• <i>Special Education in Context</i> <ul style="list-style-type: none"> <li>○ Labeling and the Inclusion Debate</li> </ul> </li> </ul>	Read Chapter 1
9/22 (3)	<ul style="list-style-type: none"> <li>• <i>Policies, Practices, and Programs</i> <ul style="list-style-type: none"> <li>○ IDEA</li> </ul> </li> </ul>	Read Chapter 2
9/29 (4)	<ul style="list-style-type: none"> <li>• Continued Discussions of Chapters 1-2 (as needed)</li> <li>• <i>Parents, Families, and Exceptionality</i></li> </ul>	Read Chapter 4 <i>pp. 113-124 and p. 134</i> <b>Quiz 1</b>
10/6 (5)	<ul style="list-style-type: none"> <li>• <i>Mental Retardation or Intellectual Disabilities</i></li> </ul>	Read Chapter 5
10/13 (6)	<ul style="list-style-type: none"> <li>• <i>Learning Disabilities</i></li> </ul>	Read Chapter 6
10/20 (7)	<ul style="list-style-type: none"> <li>• <i>Attention Deficit Hyperactivity Disorder</i></li> </ul>	Read Chapter 7
10/27 (8)	<ul style="list-style-type: none"> <li>• Continued Discussion of Chapters 5-7 (as needed)</li> </ul>	<b>Midterm</b>
11/3 (9)	<ul style="list-style-type: none"> <li>• <i>Emotional and Behavioral Disorders</i></li> </ul>	Read Chapter 8
11/10 (10)	<ul style="list-style-type: none"> <li>• <i>Autism Spectrum Disorders</i></li> </ul>	Read Chapter 9
11/17 (11)	<ul style="list-style-type: none"> <li>• <i>Speech and Language Impairments</i></li> </ul>	Read Chapter 10 <b>Movie Papers Due</b>
11/24 (12)	<ul style="list-style-type: none"> <li>• Continued Discussion of Chapters 8-10 (as needed) <ul style="list-style-type: none"> <li>○ Group Work w/ Movie Projects</li> </ul> </li> </ul>	<b>Quiz 2</b>
12/1 (13)	<ul style="list-style-type: none"> <li>• <i>Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities</i></li> <li>• Movie Project Presentations</li> </ul>	Read Chapter 13
12/8 (14) <b>Last Class</b>	<ul style="list-style-type: none"> <li>• Movie Project Presentations</li> <li>• Review for Final</li> </ul>	<b>Self Reflection Paper Due</b>
5/15	<b>Cumulative Final Exam: Friday, Dec. 18<sup>th</sup> --- 1:00 – 2:50 p.m.</b>	

**Course Points**

It is your responsibility to keep a point record for this course.

	Total Points	My Points	Grade
<b>1. Quizzes</b>			
1.	20	_____	_____
2.	20	_____	_____
<b>2. Examinations</b>			
Midterm	60	_____	_____
Final	80	_____	_____
<b>3. Movie Paper and Presentation</b>			
Paper	40	_____	_____
Presentation	10	_____	_____
<b>4. Discussion Board Postings</b>			
1.	10	_____	_____
2.	10	_____	_____
3.	10	_____	_____
4.	10	_____	_____
<b>6. Self-Reflection Paper</b>	25	_____	_____
<b>7. Miscellaneous Individual and/or Group Activities</b>			
1.	5	_____	_____
2.	5	_____	_____
3.	5	_____	_____
4.	5	_____	_____
5.	5	_____	_____
6.	5	_____	_____
<b>8. Attendance/Participation/Disposition:</b> Deduct 10 points for each absence. See description on pg. 6 for details.			- _____
<b>TOTAL</b>	<b>325</b>	_____	_____

**Movie questions (use template posted on D2L):**

1. How was the disability portrayed in this movie (positive, negative, life-changing, heroic, etc.) and what traits did the character portray that are representative of the disability? Do you consider them stereotypical? Explain your answer.
2. Do you think the portrayal was accurate? Do you think it represents the majority of individuals with this disability? Why or why not?
3. Did the movie change your perception of this disability? If yes, how? If no, why not?
4. What are the educational implications of this disability (i.e. how could this disability affect a student’s educational performance)?
5. Identify one specific scene from the movie (related to the character with a disability) that you found particularly interesting, uncomfortable, enjoyable, etc. What aspect of the scene made you feel this way?

<b>Requirement</b>	<b>Points Possible</b>
<p>The paper addresses each of the questions on the assignment template using:</p> <ul style="list-style-type: none"> <li>• organized, coherent responses that reflect personal opinions and thoughtful consideration.</li> <li>• specific situations from the movie to support answers (when necessary).</li> </ul> <p>Comments:</p>	<b>30</b>
<p>The paper demonstrates correct spelling, grammar, punctuation, and use of the assignment template. In addition, writing is clear and reflective of the college level.</p> <p>Comments:</p>	<b>10</b>
<p>Presentation/Discussion:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of how the disability was portrayed.</li> <li>• Supply supporting details and opinions for group discussion.</li> </ul> <p>Comments:</p>	<b>10</b>
	<b>50</b>