



**Tennessee State University**

**Department of Teaching and Learning**

**EDSE 3330**

**Education of Exceptional Children**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

## **Pre-requisites**

Not applicable

## **Required Text(s)**

Turnbull, A., Turnbull, R., Wehmehyer, M. (2013). Exceptional Lives: Special Education in Today’s Schools. (7th Edition). Columbus, Ohio: Merrill-Prentice Hall. (Amazon.com’s price: $124.27). ISBN  9780132821773

## **Catalog Description**

A course that explores principles, characteristics, and special needs; local and state programs for diagnosis and care; educational provisions in general or special education classrooms; as well as educational and other intervention needs and strategies for children with disabilities.

##### Course Proficiencies (Content Knowledge, Skills, Dispositions)

### Knowledge and Skills

**TSU Performance Outcome 1: Plan**

**KS1. Plan: Design and implement instructional plans that reflect sound content knowledge and include meaningful learning for all, utilizing appropriate technology and accommodating diverse needs.**

1. A. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.

1. B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

1. C: Adapts instructional opportunities for diverse learners.

**TSU Performance Outcome 2: Maximize Learning**

**KS2. Maximize Learning: Encourage critical thinking, problem solving, active inquiry, and cultural pluralism; and differentiate learning opportunities for diverse needs, using human, literary, and technology resources effectively.**

2. A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

2. B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

**TSU Performance Outcome 3: Evaluate**

**KS3. Evaluate: Systematically assess and evaluate learners’ diverse abilities; and in teaching and learning, reflect, adjust for diverse needs, and repeat the process.**

3. C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

**TSU Performance Outcome 4: Manage**

**KS4. Manage: Competently apply theory to create a caring, positive and productive learning environment, facilitated by technology and with sensitivity to diversity.**

4. A: Creates a classroom culture that develops student intellectual capacity in the content area.

**TSU Performance Outcome 5: Model Professionalism**

**KS5. Model Professionalism. Demonstrate professional ethics, standards, and responsibilities, including respect for diversity; pursue service and professional growth opportunities, and use technology effectively**.

5. A: Collaborates with colleagues and appropriate others.

5. C: Performs professional responsibilities efficiently and effectively.

**TSU Performance Outcome 6: Communicate**

**KS6. Communicate: Demonstrate effective oral, written, and interpersonal communication abilities in interactions with students, families, and the professional community, while respecting cultural and familial diversity.**

6: Communicates clearly and correctly with students, parents, and other stakeholders.

**TSU Performance Outcome 7: Specialize**

**KS7. Specialize: Demonstrate and apply thorough content knowledge and effective principles and practices specific to the area(s) of specialization.**

7. A: Demonstrates knowledge, skills, and dispositions in field of study.

7. B: Performs academic and test-taking responsibilities effectively.

### Dispositions

D1. Plan: Value learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.

D2. Maximize Learning: Provide quality education to ***all*** learners, encourage critical thinking and self efficacy, and believe in and help ***all*** to succeed.

D3. Evaluate: Facilitate ongoing learning through reflection and assessment.

D5. Model Professionalism: Consistently demonstrate caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for ***all*** learners and constituents.

### Course Specific Dispositions: Students taking this course are expected to:

I. exhibit personal management behaviors valued by the professional education community. Examples of associated behaviors include, but are not limited to:

Adhering to the Tennessee State University Student Conduct Code (e.g., with regard to controlled substances).

1. Being present, punctual, and prepared for professional activities and university coursework.
2. Responding constructively to assessments by supervisors or others and making changes to address legitimate concerns.
3. Understanding self
   1. understands and respects that s(he) may be different from others
   2. embraces an openness to change (adaptability, flexibility)
   3. exhibits intellectual curiosity
   4. engages in reflection
4. Demonstrating professional conduct. Examples of associated behaviors include, but are not limited to:

1. Respecting the intellectual property of others by assignment of due credit and avoiding plagiarism.

2. Maintaining ethical and legal behaviors in their interactions with others.

3. Adhering to accepted standards of truthfulness and honesty as stated in Tennessee State University’s Student Code of Conduct, practicum guidelines, and course syllabi.

4. Using language free of profanity and malicious statements toward any individual or groups.

5. Resolving issues and concerns about assignments or expectations privately with the instructor.

e. demonstrating a commitment to professional development. Examples of associated behaviors include, but are not limited to:

1. Demonstrating knowledge of educational trends and practices and their applications to educational situations.

2. Demonstrating a willingness to adapt instruction to "best practices."

3. Exhibiting an interest in professional educational organizations and associations.

1. Accepting academic rigor (willingness to work/high expectations)

CEC standards that will be addressed in this class include some of the following:

**CEC Core standards**:

Standard 1 – Foundations

Standard 2 - Development and Characteristics of Learners

Standard 3 - Individual Learning Differences

**Instructional Experiences**

Lecture

Discussion

Exhibits/Displays

Technology (instructor)

Technology (students)

Case Studies

Field Experience

Group Discussions/Projects

Article Reports/Essay Paper

**Field Experience Information**

Field experience is not required.

**Key Assignment**

The key assignment for this course will consist of students developing their Philosophy of Teaching Students with Disabilities.

**Expectations and General Information:**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material). Any material taken from another work must be documented, and in no case should one intentionally represent another’s work as one’s own, this includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. Students:

* Should not copy whole portion of text from another source as a major component of papers or projects.
* Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
* Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
* Should follow the guidelines of the American Psychological Association Style Guide (6th Edition) when referencing all research sources

Pages 11-13 of this syllabus contain the rubric I will use for grading essays and research papers. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course. I will use Google as one means of determining whether or not a paper violates academic honesty.

1. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom at any time. It is the responsibility of the student to determine that all sound-emitting devices are maintained on the “off” position.
2. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to your grade in this course being lowered.
3. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section.
4. **Disabled Student Services** – Any student who has a condition which might interfere with his/her performance in class may contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
5. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.
6. **All assignments should be word-processed** (double spaced). Handwritten class assignments will not be accepted. Assignments should have copies of the articles used attached to the final paper. Assignments should always include a title page and page numbers. Points will be deducted for failure to include a title page and page numbers. One grade reduction will result from a failure to include copies of the articles. **All assignments should be submitted by electronic means using MyTSU or your selected electronic email system. Students are welcome to submit assignments early for feedback and the chance to refine your work. In this instance, assignments must be submitted three weeks before the assignment due date. Neatness, spelling, correct grammar, and the ability to synthesize readings and relate them to course content will be a component of grading.**
7. **All assignments should be written in "person first" language.** This is the standard for professional writing in the field of special education. The reasoning underlying person first language is that an individual’s disability is secondary to his or her humanity. For example, instead of saying "disabled", say "people with disabilities."
8. **Late Assignments:** All required assignments should be submitted electronically by the **beginning of class** on the date assigned. Assignments turned in after this time are considered late and will be only accepted one day after the assignment due date. However, the assignment will be reduced one grade level from the final grade. (These points cannot be made up through revisions). Assignments will not be accepted that are more than one day late. If you are absent when an assignment is due, it is your responsibility to email your assignment. Do not wait until the next class to turn in your work, as this will substantially decrease your grade. Exams missed because of an emergency must be made up within one week of the scheduled date for the exam. All assignment due dates and exams are not subject to change without involvement of a group process.

## **Course Evaluation**

Students will be given the opportunity to evaluate the course utilizing the university’s course evaluation form. In addition, the instructor would appreciate free form ideas and feedback on improvement. Responses will be evaluated and modifications will be considered for course improvement.

### Grading System

Each assignment will be graded on a point basis and a letter grade assigned according to the following scale:

A = 90 – 100% of points

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

59 and below F

You will find, on page 16 of this syllabus, a form that you can use to record your grades and tally your final score.

**Responsibilities Of Students**

1. **Read the text:** Students are responsible for all material presented in the textbook, handouts, and resource materials
2. **Demonstrate professionalism**: Class participation and attendance is required. Professionalism is shown when students: (a) attend all classes **on time**; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others.

**Professional written work is required: Points** will be deducted for grammar and spelling errors. Please use APA (6th Edition) for citations for all assignments. Points will be deducted for not using APA guidelines. There is an abbreviated guide to APA on-line www.wnmu.org/support/apa.htm. On pages 11-13 of this syllabus, you will find a sample rubric for writing essays and research paper. This rubric also describes grading procedures. Students are encouraged to hand in rough drafts of the paper well before the due date for feedback and the opportunity to refine the final paper.

**An Article Summary and Internet Strategy:** Keeping current in the reading of educational literature is a requirement for continuous improvement of teachers. You are to review a current (2000-2012) professional journal article that describes an issue related to differentiated instruction and students with disabilities. Address each of the items listed below in a narrative format. **The article summary should consist of a minimum of three pages.** **Attach a copy of the article with your review.**

* + Write a 3 page summary of the article. Do not include the cover and reference pages in your 3 page count. **APA citations from the article and your textbook must be included. Attach a copy of the article to the summary**
  + **Write an opinion of the article’s viewpoint.** What might have been done to improve the strategy suggested in the article) and the reason for your response.
  + Relate the article to the textbook using specific page citations and explaining the relationships that you identify. What does the article say that supports or contrasts with what is said by the Turnbull et al textbook?
  + Describe what use you will make of the findings in your own classroom? In your view, what implications does the information discussed have for teaching children with that specific disability? What recommendations might you make for future research or discussion of this topic?
  + Search the World Wide Web to find a website that relate to differentiated learning and student with disabilities. Provide a description of the information, contained on the website, in enough detail to be used as a reference in your future teaching setting. Include APA source information for the website.
  + Use APA (6th Edition) format as the guideline for writing the article. Provide complete references information using APA format. Points will be deducted for failure to follow this format. An APA Format Tutorial can be found at the following website: The Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

Recent articles should be chosen from ***major special education journals***(e.g. Exceptional Children; Journal of Learning Disabilities; Teaching Exceptional Children; Teacher Education and Special Education etc.). Online articles can be used if they are taken from professional journals. One grade reduction will be applied for failing to attach a copy of the articles to the final paper. **(10 percent: Article Due Date: October 5 )**

1. **Key** **Assignment: Personal Philosophy of Teaching Students with Disabilities:** Submit a minimum of a five page paper that describes your philosophy of teaching students with disabilities in general education classrooms. The rubric for the personal philosophy statement that contains criteria that will be used in grading can be found on pages 14-15 and should be attached to your philosophy paper. **(15 percent: Due Date: November 26)**
2. **Interview a special education teacher**. This teacher can teach any grade level (e.g., preschool, elementary, middle, or high school) or disability category. (a) Describe the interview in narrative format; include a title page, page numbers, and a bibliography. (b) Attach the interview questions to your paper. **(c)** Provide demographic information to include the person interviewed, when and where the interview occurred, type of degrees, special and general education certification area(s), number of years teaching, etc. (d). Describe the student population taught by the teacher and his/her work setting. (e) List and explain the teacher’s beliefs that underlie his/her personal views of special education. Try to get at least five belief statements.(f) Indicate whether or not you agree with each listed belief and explain the rationale for your answer. (g) Describe the person’s classroom mission and vision statements. (h) Compare and contrast these statements with your own mission/vision statements. (i) Explore the teacher’s attitude about inclusion and students with disabilities and his/her recommendations concerning the field of special education. (j)Conclude with your opinion of the findings and the report, how the findings will impact your teaching, and include specific examples of how each of the statements in the interviews corresponds to information from chapters in your textbook. **The paper, a minimum of three pages, should describe how the interviewees’ major areas of response relate to the textbook with specific APA in-text citations and page references.** **(10 percent; Due Date: November 2)**
3. **Case Study and oral PowerPoint presentation:** You will be assigned a student with disability featured at the beginning of one of the chapters in the textbook. For this assignment, you will sign up with 3- 4 others in the class to view (outside of class) 4 video clips on teaching children with the specific disability reflected by the textbook featured student. Each group will select a different featured student. The goal of this project is to make you knowledgeable about strategies for teaching children with exceptionality. You will need to search the Internet to find video clips showing classroom interactions. You will focus on the specific exceptionality and address the following areas: 1) the featured textbook student; 2) the special needs represented by the disability; 3) authentic, culturally and linguistically relevant assessment; and 4) classroom and family-based intervention strategies. **(PowerPoint 20 percent/Oral presentation 5 percent: Presentation Dates: November 30, December 3 and 5)**

The assignment must include complete in-text and reference information noted on specific slides. Follow APA (6th edition) reference style. Include a minimum of 10 PowerPoint slides with lecture notes on each slide. The lecture notes should provide an elaboration of the information presented on the slide. *Cite at least three references including the textbook.* This can be an individual or a group project. **(10 points)**

* + **Part A (30 points)**
* Provide an introduction to the featured student to include the disability, characteristics, grade placement, accommodations/modifications, etc.
* Describe the definition of the featured student’s disability..
* Describe symptoms or early clues to the diagnosis
* Describe the types/of characteristics displayed by children with the disability as described in the textbook
* Include a video clip that introduces the disability.
  + **Part B (25 points)**
* Understand how this child is diagnosed (Assessment, diagnosis process).
* Provide a video clip showing the assessment process.
* Identify the profile: sensory, cognitive, medical problems, social-emotional, gross motor, fine

motor, self help (developmental areas) associated with this diagnosis.

* + **Part C (35 points)**
* Recognize the instructional strategies used by teachers in the video clip classrooms settings
  + How does the teacher address the individualized needs of students?
  + How does the teacher monitor and adjust instructions during the lesson(s)?
  + What assessment tools does the teacher use for the lesson(s)?
  + What are the teacher's classroom management techniques? How does the teacher keep order in the classroom? Was the teacher effective with the technique? Why or Why not?
  + What materials are used in teaching the lesson?
  + How does the video clip classrooms compare/contrast with suggestions outlined in the textbook for the disability category?
* Recommendations of services needed for current and future environments for the featured student
* Provide a reflection statement concerning teaching the featured student in your own classroom

1. **Four Exams are required**: Complete and pass each of the exams. Examination questions will primarily be multiple choice, true/false, and essay format. **(40 percent; Due Dates: September 21; October 19; November 16; and final exam as scheduled)**
2. **Discussion Questions: The instructor will assign discussion questions to be completed on elearn@tnstate. The rubric for scoring these questions can be found on the course page which is located on MyTSU. Successfully answered questions are assigned a total of 6 points. The instructor will advise you whether answering the discussion questions is required or is optional.**

**TENTATIVE CLASS SCHEDULE**

The following course outline may be changed to accommodate guest speakers, films or activities.  Topics may be changed depending on the needs of the students enrolled in the class. Please complete readings on time for the following class session discussions:

#### DATE TOPIC

### August 27 Overview of Course Objective and Requirement

**Video: Look Who’s Laughing**

August 29 Overview of Today’s Special Education, Chapter 1

August 31 Overview of Today’s Special Education, Chapter 1

**September 3 Holiday-Labor Day**

September 5 Overview of Today’s Special Education, Chapter 1

September 7 Ensuring Progress in the General Education Curriculum Through Universal Design for Learning and Inclusion, Chapter 2

**Video: Sean’s Story: A Lesson in Life**

September 10 Ensuring Progress in the General Education Curriculum through Universal Design for Learning and Inclusion, Chapter 2

September 12 Issues and Responses in Today’s Culturally Diverse Schools, Chapter 3

September 14 Issues and Responses in Today’s Culturally Diverse Schools, Chapter 3

September 17 Today’s Families and Their Partnerships with Professionals, Chapter 4

September 19 Today’s Families and Their Partnerships with Professionals, Chapter 4

**September 21 Test #1 (Chapters 1-4)**

September 24 Understanding Students with Learning Disabilities, Chapter 5

Video: Learning Disabilities

September 26 Understanding Students with Learning Disabilities, Chapter 5

September 28 Understanding Students with Learning Disabilities, Chapter 5

October 1 Understanding Students with Communication Disorders, Chapter 6

**Video: Communication Disorders**

October 3 Understanding Students with Communication Disorders, Chapter 6

October 5 Understanding Students with Emotional or Behavioral Disorders,

Chapter 7

**Assignment Due: Article and Internet Strategy Paper**

October 8 Understanding Students with Emotional or Behavioral Disorders,

Chapter 7

**Video: Behavioral Disorder**

October 10 Understanding Students with Attention-Deficit/Hyperactivity Disorder,

Chapter 8

October 12 Understanding Students with Attention Deficit/Hyperactive Disorder, Chapter 8

|  |  |
| --- | --- |
| **October 15-16** | **Fall Break** |

October 17 Understanding Students with Attention Deficit/Hyperactive Disorder,

Chapter 8

**October 19 Test #2 (Chapters 5-8**)

October 22 Understanding Students with Intellectual Disability, Chapter 9

October 24 Understanding Students with Intellectual Disability, Chapter 9

October 26 Understanding Students with Intellectual Disability, Chapter 9

**Video: Mental Retardation**

October 29 Understanding Students with Multiple Disabilities, Chapter 10

October 31 Understanding Students with Severe and Multiple Disabilities, Chapter 10

November 2 Understanding Students with Multiple Disabilities, Chapter 10

**Video: My Child**

**Assignment Due: Special Education Teachers Interview** **Paper**

November 5 Understanding Students with Autism, Chapter 11

November 7 Understanding Students with Autism, Chapter 11

**Video: The Boy Who Could Not Play**

November 9 Understanding Students with Physical Disabilities and Other Health Impairments, Chapter 12

**Video: A Race for a Cure**

November 12 Understanding Students with Physical Disabilities and Other Health Impairments, Chapter 12

November 14 Understanding Students with Physical Disabilities and Other Health Impairments, Chapter 12\

**November 16 Test #3 (Chapters 9-12)**

November 19 Understanding Students with Traumatic Brain Injury, Chapter 13

November 21 Understanding Students with Traumatic Brain Injury, Chapter 13

**Video: Traumatic Brain Injury**

**November 22-23 Holiday-Thanksgiving (Including Weekend)**

November 26 Understanding Students with Hearing Loss, Chapter 14

**Assignment Due: Personal Philosophy of Educating Students with Disabilities**

November 28 Understanding Students with Hearing Loss, Chapter 14

**Video: Hearing Impairments**

November 30 Understanding Students with Visual Impairments, Chapter 15

**Video: Visual Impairments**

**Assignments Due: Featured Textbook Student Oral Reports**

December 3 Visual Impairments Chapter 15;

**Assignments Due: Featured Textbook Student Oral Reports**

December 5 Understanding Students Who are Gifted and Talented, Chapter 16

Video: Gee Whiz, Whiz Kids

**Assignments Due: Featured Textbook Student Oral Reports**

**December 7-9 Early Exams for Fall Graduation**

**December 10 Grades Posted for Fall Graduation**

**December 7-14 Final Exam Test Four (Chapters 13-16)**

\*\*Specific Final examination schedules, for this course, will be posted via MyTSU and on TSU web page.

**December 17 All Grades Posted via MyTSU**

**Additional Readings/Resources**

There is an excellent reference list at the end of the textbook

**RUBRIC FOR WRITING ESSAYS AND RESEARCH PAPERS**

**Students take note: Heed these suggestions and your papers will be looked upon favorably by anyone reading them. (or in the case of a professor, grading them!)**

**"A" essay/reports/research papers (receiving 90% or more of the total points) have the following characteristics:**

* carefully follow both the general and any individual guidelines given by the instructor
* fall close to the number of word-processed, double-spaced pages allowed for this essay/report
* are written in professional English, at an upper division college level, with complete sentences and appropriate paragraphs
* are free of redundancies, and errors in spelling and grammar
* make appropriate use of proper terminology and concepts
* develop each of the main ideas in a clear and logical fashion so as to give an integrated picture of their relationships; include insightful interpretation that goes beyond the obvious
* develops smooth transitions from one concept to the next so as to provide flow and avoid choppy writing
* cover all of the major aspects of the assignment without going off track or padding
* are turned in on or before the deadline (no late papers accepted)
* does not violate academic honesty
* reflects the page limit and date of article guidelines
* A logical progression of ideas between paragraphs is evident.
* Paragraphs exhibit unity, coherence, cohesiveness.
* Plan elements are theoretically supported with accurate and current references.
* Citations include in-text and references according to APA (6th edition) guidelines

**"B" essay/reports/research papers (receiving 80-89% of the total points) differ from "A" papers in one or more of the following ways:**

* show less care in following guidelines
* have a few lapses in good writing
* use terms and concepts with less than full clarity about their meanings and relationships
* some transitions between topics are unclear or ineffective; essay feels choppy in one or more places
* show some tendency to go off track, pad the paper or have redundancies
* does not violate academic honesty
* Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other.
* Some mechanical errors or typos are present, but are not overly distracting to the reader.
* All elements of an APA title page are present; an abstract is present and formatted correctly; in-text citations and a reference section are present with few format errors. The article reflects the time limit guideline. Mechanics of writing are reflective of APA style.

**"C" essay/reports/research papers (receiving 70-79% of the total points) differ from "A" papers in usually more than one of the following ways:**

* show minimal care in following guidelines
* have more than a few lapses in good writing
* use terms and concepts in an undefined manner with an ambiguous description of their relationships
* writing lacks flow, transitions between concepts not always effective
* go off track, pad the paper or have redundancy in at least one instance
* does not violate academic honesty
* Title page is present, though missing APA elements; in-text citations, where necessary, are used, although formatted incorrectly and not referenced. The article reflects time limits guidelines.
* Frequent and repetitive mechanical errors distract the reader.

**Less than "C" essay/reports/research papers (receiving less than 70% of the total points) differ from "A" papers in usually more than one of the following ways:**

* show no care in following guidelines
* have numerous lapses in good writing
* do not use terms and concepts in a clear manner and with no plausible description of their relationships
* writing lacks flow because transitions are not apparent of ineffective
* frequently wonder off track, pad the paper or have redundancies
* includes less than half the required page limit guideline
* Surface errors are pervasive enough that they impeded communication of meaning.
* APA format and style are not evident. Time limit guidelines are ignored.

“F” essay/reports/research paper

* serious violations of academic honesty

**Read and Follow These Writing Tips!**

1. Start with an **outline** to develop the organization of the essay. One effective outlining method is to write the **major concepts** on separate slips of paper and move the slips around until you have an organization that has a logical flow of ideas.
2. Next, write the **transitions** (i.e., how you will connect one concept to the next) on additional slips of paper and put them between the major concepts.
3. Under the major concepts, put in **sub-concepts** that form the components of the major concepts. Flesh out the major concepts and sub-concepts with **examples** drawn from one or more sources including the text, outside reading, small group discussions, full class discussions, field trips and personal experiences (your instructor especially likes to see you use examples from field trips!)
4. As you write, make the first sentence of each paragraph a **topic sentence**, i.e., put sufficient information into the first sentence so that your reader can immediately determine the main idea of the paragraph. Fill in the supporting ideas after the topic sentence.
5. Avoid redundancy, i.e., don’t repeat the same ideas. You only have three pages so **say it once and say it well**.
6. Make sure that each sentence is not only written in **standard** **English**, but that it also **makes sense** and **makes a contribution** to the content of the paper, i.e**., no "fluff"** **sentences** that take up space without providing new information.
7. **Edit, edit, and edit your work**! Use a **spell and grammar checker**. If possible, have a friend or loved one read your paper critically for clarity and flow and give you honest feedback. Make use of their criticisms.
8. One error I see repeatedly is the misuse of **its** and **it’s**. **Its** is a possessive, as in "the animal uses **its** arm." **It’s** is a contraction for "it is", as in "It’s a shame to see that happen." Let’s all work on getting this one right!

**I’m sure all of you strive to become professionals in your respective fields. Part of being a professional is having good writing skills. Building these skills is hard work and takes consistent effort. If you do not build these skills, you will find that you are not given the respect and the monetary rewards that you feel you deserve, even though you may be technically competent in your field. One of the things this class offers is an opportunity to build these important skills. I hope you will take advantage of it!**

Adapted from: <http://www.sjsu.edu/faculty/kpnuger/Writingpapers.htm>

Philosophy of Teaching Students with Disabilities

Scoring Rubric

EDSE 3330

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Acceptable**  **5 points** | **Marginal**  **3 points** | **Unacceptable**  **1 points** | **Points** |
| Writing Style | Well developed, coherent paragraphs, page numbers, and cover page with writer’s information | Fair to good paragraph development, cover page, writer information, and no page numbers | Writes underdeveloped paragraphs, no writer information on cover page, and no page numbers |  |
| Mechanics  Spelling/grammar | Conforms to rules of spelling/grammar without error | Writes with no more than one spelling/ grammatical error | Reveals deficits in spelling/grammar  Three or more errors |  |
| Style: Structure, rhetoric, and language | The statement is written from a personal point of view, referring to “I”, “we,” and “my students” throughout. | The statement is written interchangeably between active and passive voice. | The statement is almost exclusively in passive voice, giving it an impersonal style. |  |
| Style: Structure, rhetoric, and language | Jargon is avoided. Teaching terms apply to the writer’s disciplinary context. | May contain some jargon. Some teaching terms related to discipline. | Lots of jargon and not teaching terms related to discipline. |  |
| Style: Structure, rhetoric and language  Is the language used appropriate to the discipline? Is the statement thematically structured? | The statement has a guiding structure and/or theme that engage the reader. Examples are used to bolster statements of goals, methods and assessment. Grammar and spelling are correct. | The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement. Organizing structure is weak and does not resonate within the disciplinary context. Examples are given but are generic. | No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision. |  |
| **Category** | **Acceptable**  **15 points** | **Marginal**  **7 points** | **Unacceptable**  **3 points** | **Points** |
| Goals for Student learning.  What are your beliefs about goals for students with disabilities? What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students with disabilities for? What are key challenges in the teaching learning process?  What beliefs did your interviewee describe that relates to goals for student learning in comparison to your beliefs? | Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the writer’s discipline. They are concise but not exhaustive. There is limited mention of the belief of the teacher who was interviewed. | Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change. There is no mention of the beliefs of the teacher who was interviewed. | Articulation of goals is unfocused, incomplete, or missing. |  |
| Enactment of Goals (teaching methods)  What teaching methods will you use? How do these methods contribute to your goals for students with disabilities? Why are these methods appropriate for use in your discipline? How will you use differentiated learning in your classroom? | Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the methods in use within the disciplinary context are given. Differentiated learning is limitedly discussed. | Description of teaching method not clearly connected to gals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor’s use of the methods within the discipline is communicated. There is no mention of differentiated learning | Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective. |  |
| Assessment of goals (measuring student learning)  How will you know the goals for students are being met? What sorts of assessments contribute to student learning? In what ways does your assessment communicate disciplinary priorities? | Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type. | Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline. | Assessment of goals is not articulated or mentioned only in passing. |  |
| Creating an inclusive learning environment, addressing the following questions:  How does your own and your students’ identities (e.g., ethnicity, gender, class, etc.), background, experience, and levels of privilege affect the classroom?  How do you account for diverse learning styles?  How do you integrate diverse perspectives into your teaching? | Addresses all aspects of working with students with disabilities in inclusive classrooms and an overall positive attitude for working with people with disabilities. Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. | Addresses at least two (2) ways to address the diverse needs of students and expresses a somewhat positive attitude toward students with disabilities. Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Writer briefly connects identity issues to aspects of teaching. | Does not address how diverse needs of students will be met. There is no connection to teaching practices. |  |
| Assessment of Teaching  What teaching assessments do you use? What do these teaching assessments say about your teaching? What are your strengths as a teacher? What aspects of your teaching are you working on now? | Incorporates specific teaching evaluation data from multiple forms (e.g., student, peer, supervisor comments and student ratings). Identifies a specific teaching aspect for development. Connects teaching development plan to teaching and learning goals | Description of teaching evaluation data are often stated too broadly or generally. Incorporates specific teaching evaluation data, although more details or examples may be needed. | No teaching evaluation data are specifically described. |  |
| TOTAL | 100 |  |  |  |

(Adapted from “Rubric for Statements of Teaching Philosophy,” M. Kaplan, C. O’Neal, R. Carillo, and D. Kardia, University of Michigan, http://www.crit.umich.edu/gsis/onedayPFF2005/TeachingPhilosophyRubric.pdf)

Grade Summary

EDSE 3330

Fall 2012

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement** | **Percent of Grade** | **Multiplied by** | **Actual Score** | **Total** |
| Article and Internet Strategy | .10 |  |  |  |
| Internet Classroom Observations | .20 |  |  |  |
| Oral Presentation | .05 |  |  |  |
| Special Education Teacher Interviews | .10 |  |  |  |
| Personal Philosophy of Educating Students with Disabilities | .15 |  |  |  |
| Test #1 | .10 |  |  |  |
| Test #2 | .10 |  |  |  |
| Test #3 | .10 |  |  |  |
| Test #4 | .10 |  |  |  |
| Total | 100 |  |  |  |

Number of absences\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDSE 3330, Section 02

Fall 2012