Walla Walla Community College

Date: Spring 2012

Course Title: Introduction to the Exceptional Child – 3 credits

Department Prefix: EDUC& Course Number: 203

Prerequisites: None. Reading 088 recommended. Proficiency in use of Microsoft Word, electronic mail and internet browsers recommended.

General Ed. Core Class: Yes No Division: Vocational

Location: Full online ANGEL classroom via WAOL

Name of Textbook: Human Exceptionality: School, Community & Family, 10th edition
By Michael L. Hardman, Clifford J. Drew and M. Winston Egan

ACCESS TO THE PREMIUM STUDENT WEBSITE IS REQUIRED FOR THIS COURSE.

Instructor Name: Michelle Meyer Campus Phone: 509-527-4637

Other Contact Information: Michelle can be reached at michelle.meyer@wwcc.edu or through ANGEL webmail. You may expect a response to your e-mail within 2 business days. Michelle’s office is at Walla Walla Community College, #34, which is on the second floor of the main building, near classroom #202. Michelle’s office hours are 9:30-11:00 daily except Thursdays.

Course Topics: (please attach)
• Inclusive education
• Designing inclusive classrooms
• Identifying and programming for special needs students
• Attention deficit/hyperactivity disorder
• Emotional and behavioral disorders
• Intellectual disabilities
• Sensory impairments
• Autism, traumatic brain injury and other low incidence disorders
• Communication disorders
• Gifted students
• Children at risk
• Classroom organization and management for children with special needs
• Working with families of students with disabilities

Course Description: (from catalog)
Explore characteristics of children with special needs. Topics include legislation affecting special education as well as causes and classification of handicapping conditions. Strategies to teach all children are practiced. Recommended: READ 088. Student may not earn credit for both EDUC& 203 and ED/ECE 155. Formerly ED/ECE 155, Introduction to the Exceptional Student.
Learning Outcomes Expected of Students at the Completion of this Course: Upon completion of this course, students will:

- List historical events, people, and theories which influenced special education.
- Describe and compare various programs and philosophies in special education.
- Identify and analyze issues in special education field.
- Predict trends that will impact the future of special education and its progress.
- Identify strategies to keep current as a professional.
- Begin to implement information to promote developmentally appropriate education for special needs students.
- Understand role of the educator, ethical responsibilities and professionalism.

Type of Instruction Used in this Course: (e.g., lecture, lecture/lab, clinical, competency based, field trips, TV or other): This course is an entirely online course, using and ANGEL classroom via WAOL. In this course, assignments will include: reflective writings, discussion of video clips, case studies, interviews with professionals and parents and classroom observations. Visit http://www.angel.wwcc.edu to access this course. For help using the ANGEL system, please contact elearning@wwcc.edu, visit http://www.wwcc.edu/CMS/index.php?id=3065 or call 509-527-4331.

Technical Requirements
ANGEL is designed to support the widest variety of operating systems and browsers through its limited use of technologies. While ANGEL products generally function well in many browsers, the following are formally supported and tested:

- Microsoft Windows XP, Microsoft Windows Vista, or Macintosh OS X
- Microsoft Internet Explorer (7 or higher) or Mozilla Firefox (2 or higher)
  Note: ANGEL supports browsers that are at least 90 days out from their release date. If the version you are using is not at least 90 days old, please revert back to an older version.
- Java Runtime Environment 1.4 or higher
- JavaScript and AJAX enabled; Pop-Up blocking disabled
- Connection to the Internet
- MS Word (Office 2000 or later)
- AOL and other dial-up services are not currently recommended for use with ANGEL.
- Pop-up Blockers: If your browser includes a pop-up blocker, you may need to disable it for your online courses.
- Additional Software: Some classes may require you to download these plug-ins to view certain materials:
  - RealPlayer (look for free version)
  - Flash Player
  - QuickTime Player
  - PowerPoint Viewer

Before you take an online class, you should be confident about your computer and study skills. Review the following list of requirements to assess your readiness to take online classes.

- I know how to connect to the Web using a web browser.
- I can navigate around the Web and know how to use search engines.
- I know how to send and receive e-mail using the e-mail system of my choice.
- I know how to do basic word processing, including cutting and pasting.
- I know how to open, save, and manage files.
- I have access to a computer 5-7 days per week.
The computer I will use meets the basic requirements for online classes.
I have 12 to 15 hours a week to work on each online class.
I can motivate myself to log in to the virtual classroom at least 2 days a week.
I have good reading comprehension and written communication skills, and I enjoy communicating in writing.
I enjoy figuring things out on my own but am able to ask for help when I need it.

⚠️ If you can't answer "Yes" to all these questions, you may not be quite ready for online learning.

**Attendance Policy:**  Regular attendance and active participation are essential to student success in this course. Students are expected to log into the ANGEL classroom at least two times each week and complete the assignments for each module.

**General Calendar:**  This course will open on March 29, 2012 and close on June 6, 2012. The week in ANGEL runs from Thursday to Wednesday.

**Testing Policy:**  Each week there will be a chapter quiz that will close at 11:55 pm on Wednesday. Students have the entire week to complete the quiz. Students may take the quiz twice and will be given credit for their highest score. The quiz will be available for review as soon as it is closed. If a student misses the deadline, the quiz will be closed and unavailable to the student.

**Homework Policy:**
- All homework will be submitted using the Angel system.
- All documents you submit must have your name on the document and in the file name.
- All documents must be in a standard black font, 10-12 point.
- All documents must be attached as .rtf, .doc, .docx, .wps or .pdf files.
- All work must be properly cited. See information about plagiarism under Grading Policy.
- Assignments are due in the appropriate drop box or discussion board in the ANGEL classroom by 11:59 pm of the date due. Quizzes close at 11:55 pm.
- No late assignments will be accepted. If you miss a deadline for an assignment, you will receive a grade of zero for that assignment.
- If there are extenuating circumstances or an emergency situation, the student is responsible for contacting the instructor to make alternate arrangements prior to the assignment due date.
- You are responsible for getting assignments in on time. Technical problems are no excuse for late assignments: contact the WAOL help desk or the instructor immediately. You must have a back-up plan in case of technology issues.

As per the Walla Walla Community College Student Code of Conduct, plagiarism or cheating of any kind will not be tolerated in this course. Plagiarism or cheating will result in an automatic zero for the assignment in question and may result in failure of the course. Further information about what constitutes plagiarism can be found here: [http://www.wwcc.edu/CMS/index.php?id=1617](http://www.wwcc.edu/CMS/index.php?id=1617)  Information about correct citation of sources and APA/MLA style research papers can be found at the WWCC Library website: [http://www.wwcc.edu/CMS/index.php?id=1995](http://www.wwcc.edu/CMS/index.php?id=1995)
Grading Policy: Each assignment will be given points based on the assignment rubric. The grade for the course will be based on the percentage of total points possible:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>60-66%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Evaluation Devices: Detailed assignment descriptions and rubrics available in the ANGEL classroom and at the end of this document.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch &amp; Discuss</td>
<td>10</td>
<td>20 each</td>
</tr>
<tr>
<td>Reflective Writing</td>
<td>4</td>
<td>30 each</td>
</tr>
<tr>
<td>Webquests</td>
<td>5</td>
<td>50 each</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>25 each (1 @15)</td>
</tr>
<tr>
<td>Case Studies</td>
<td>9</td>
<td>25 each</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>75</td>
</tr>
</tbody>
</table>

Course Activities and Evaluation Criteria:

1. Classroom participation and Discussion Forums: Participation is being actively involved in the online classroom discussions. Minimum participation is one original response and three responses to your classmates for each discussion forum. The original response must be at least 300 words and each response must be at least 100 words. Posts must demonstrate critical thinking skills, content knowledge and organization. You will have the entire week to meet the minimum participation requirement. NO PARTIAL CREDIT will be given, so make sure you fulfill the requirements each week. Participation can happen in several different ways including replying to a classmate’s original post, making a reply to another reply or replying to a submission by the instructor. All original posts must be submitted by Sunday at 11:59 pm and all replies must be posted by Wednesday at 11:59 pm.

2. Webquests: You can access the webquests via the student companion website for your textbook. Look carefully at the webquest that is assigned. There are several webquests for each chapter on the website, only five webquests have been selected for this course. Read the requirements for the task carefully. Each webquest is due on Wednesday at 11:59 pm. Responses to classmates are not required for the webquests, but are highly encouraged.

3. Reflective Writings: These four writing assignments are designed to help the student think deeply about the material presented in the text and to integrate the new information with previous experiences. It is important that the student examine the information deeply and probe preconceived notions and stereotypes. Reflective writings should display critical thinking skills, content knowledge and organization. Each reflective writing will present a number of questions. It is required for the student to address each question in their writing. Reflective writings are due at 11:59 pm on the due date. Three responses (100 words or more) to classmates are required on the Autobiography. Responses to the other reflective writings are encouraged, but optional.
4. **Case Studies:** You textbook contains several case studies. Selected studies have been assigned for analysis. Each case study presents a number of questions. The student is required to use information presented in the text in order to provide thorough and appropriate answers. In addition to providing answers to the case study questions, students must make at least three replies to others in the discussion forum. The original reply must be at least 300 words and each reply must be at least 100 words. Respectful debate and questioning is encouraged in this forum. All posts must be submitted by Wednesday at 11:59 pm.

5. **Quizzes:** There will be a syllabus quiz worth 15 points and 9 weekly chapter quizzes worth 25 points each. The quiz will be available to students all week and must be completed by Wednesday at 11:55 pm. The student can take each quiz up to two times and will be given credit for the highest score achieved. Students have one hour to take the quiz, once it has begun. If a student misses the deadline, the quiz will be closed and unavailable to the student.

6. **Final Project:** The final project for this course is an observation of an educational setting that includes students with exceptionalities. The student will spend at least an hour observing the setting, detailing their observations in a running record. The student will then analyze the observations, comparing and contrasting observations with information in the text. The analysis must be at least 750 words and must be submitted by 11:59 pm on June 6, 2012.

7. **Modules:** Each module is designed to stand alone. Everything you need to complete the week’s assignments is contained within the module. Please note: **There are a few assignments that will require advance preparation:**
   a. Module 3 - Webquest C: requires interviewing an early intervention specialist
   b. Module 4 - Webquest D: recommends interviewing school personnel
   c. Module 4 - Webquest E: requires analysis of family supports portrayed in a book or movie
   d. Module 10 - Final Paper: requires observing a school/early childhood setting for one hour

**Classroom Etiquette/Netiquette:** visit [Netiquette Web site](#) for tips.
This course emphasizes active learning. For this to take place a few simple online classroom procedures need to be followed and visit [Netiquette Web site](#) for tips:
· Treat your classmates and instructor with respect and courtesy. Everyone has something to add to the class and to the learning experiences. Disrespectful behavior will not be tolerated. This includes argumentative responses, name-calling, rudeness and “flaming.”
· Complete all required reading, homework and assignments for the week.
· Ask questions.
· Participate in classroom threaded discussions.
· Make sure posts are meaningful, well written and free of spelling errors.
· Understand the basic concepts with Angel and WashingtonOnline.
Students with Disabilities:
WWCC has support services for students with disabilities to ensure that our programs and facilities are accessible. Our campus provides reasonable accommodations to qualified students with disabilities. These services are provided through the Student Development Center.
To learn about our services contact:

Claudia Angus; Coordinator of Disability Support Services
Office 133D
Phone: (509) 527-4543, TDD: (509) 527-4412
E-mail: claudia.angus@wwcc.edu or visit WWCC website at http://wwcc.edu

Other Special Instructions or Information: The instructor reserves the right to change this syllabus during the course of the quarter.