

**EDUC 2301: Special Populations  
Fall 2019**

***The Teaching and Learning Center  
South Plains College***

*South Plains College Improves Each Student's Life*

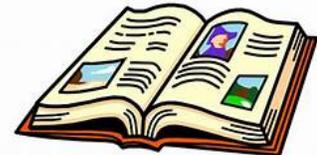
**Course Title:** Introduction to the Teaching Profession  
EDUC 2301.001 = Levelland Campus, Library 3<sup>rd</sup> Floor, Room 326

**Instructor:** Lori Satterwhite, M.Ed.  
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Office: 806-716-2237

**Office:** Library, Levelland, Office 312

**Office Hours:** M - F 9:00 – 11:30 a.m. (Friday, by appointment only)  
T/TH 2:30 – 4:00 p.m

**Observation Coordinator:** Christine Martin, M.Ed.  
[cmartin@southplainscollege.edu](mailto:cmartin@southplainscollege.edu)  
Office: Room 332, 3<sup>rd</sup> floor, SPC Library  
Office Hours: Monday & Tuesday, 9:30 – 10:30 a.m.  
Contact Me Through the REMIND app



**.General Course Information**

**Course Description**

*Pre-requisite: Completion of EDUC 1301 or approval of the Program Coordinator.*

This course offers an enriched, pre-service course and content experience that a) Provides an overview of the school and classrooms, gender, socio-economic status, ethnic and academic diversity and equality with emphasis on factors that facilitate learning; b) Provides students with support to participate in early field experiences in all levels EC – 12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

**Course Objectives**

The purpose of this course is to provide students with a) a basic introduction to the historical, sociological, and philosophical foundations of multicultural and inclusive education, and b) the opportunity to observe professional teachers in a special-population teaching environment.

## Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcome	Observable/Measurable Actions by Students
Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-economic status on learning and creating equitable classrooms.	Class lectures; textbook readings; reading quizzes; in-class hands-on assignments; mid-term exam; interview; classroom observations/observation reflections; annotated bibliography; lesson plan design

### Course Requirements:

**EDUC 2301**, as the course title indicates, is an introduction to special populations with the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**



### General Course Information

**Textbook:** Garguilo, Richard M., & Metcalf, Debbie (2017). *Teaching in today's inclusive classrooms: A Universal Design for learning approach*. Third edition. Boston: Cengage Learning. (ISBN # 978-1-305-50099-0)

### Other Materials:

- Note-taking material (3-ring binder & notebook paper OR spiral with pockets)  
Pens, pencils, highlighters
- Notepad for field notes

- Access to a computer (with internet access) & Blackboard

## Grading and Final Evaluations

Attendance/Participation/Discussion/Professionalism <ul style="list-style-type: none"> <li>• Includes attendance, class discussions, participation in class activities, &amp; End-of-Semester Reflection</li> </ul>	5%
Weekly Module Learning Activities & Quizzes <ul style="list-style-type: none"> <li>• Includes 8 quizzes &amp; weekly assignments</li> </ul>	25%
Mid-Term Exam	10%
Interview/Transcript	10%
Annotated Bibliography	10%
Lesson Plan Presentation	20%
Observations Field Notes	5%
Observation Reflection Paper	15%
Total	100%

*\*I reserve the right to make changes in grade calculations policies at my discretion.*

*\*Assignment instructions and rubrics for assignments will be handed out in class (and be available on Blackboard).*

### Grades are determined by the following scale:

90 – 100% = A                      60 – 69% = D  
 80 – 89% = B                      0 – 59% = F  
 70 – 79% = C

### NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may review your quizzes/tests that are auto-graded in Blackboard immediately after taking the quiz/test. You should be able to see YOUR response and the CORRECT RESPONSE during the review.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date.
- Most MAJOR ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
  - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.

- If I ask you to EMAIL (through BLACKBOARD EMAIL) an assignment (as will be the case with most of your weekly module activities), I will post your grade in "My Grades" and email my comments back to you.

**Unforeseen Circumstances:** If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

### **Instructional Delivery**

- Instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and guest speakers. We will also have a Blackboard platform. I will post all instructions and assignment instructions in Blackboard. You will also take all quizzes in Blackboard
  - **NOTE:** As a portion of this class will be completed online, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
    - Daily access to an updated laptop computer with Microsoft Word. **You will likely NOT be able complete most assignments on your smartphone exclusively.**
    - Daily access to the internet—MySPC, Blackboard, SPC email, online textbook (if that is your choice)
      - *NOTE: We will also use other websites for activities and games.*
    - Knowledge of (and ability to work in) Microsoft Word. You need to know how to add tables and insert pictures and other graphics, etc.
    - Knowledge of (and ability to work in) PowerPoint or Prezi.

### **General Assignment Information**

- **Attendance/Participation/Discussion/Professionalism**  
The following assignments are included in this portion of your grade: attendance, class participation, class discussions, completed observation verification forms, & conduct during classroom observations
- **Weekly Module Learning Activities & Quizzes**  
Assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade.
- **Interview/Transcript**  
Interview a parent or teacher of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your

interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).

- **Mid-Term Exam**

You will have one mid-term exam, which will cover the concepts we have learned up to that point. During the exam, everything you have brought to class will be kept out of sight the entire time. This includes all electronic devices, notebooks, textbooks, backpacks, etc. Students may not wear headgear, earphones, or sunglasses, etc. during the exam.

- **Missed Exam:** If a student misses an exam, the student will receive a 0 for the exam. HOWEVER, if you have documentation for missing the exam (e.g. an official doctor's note), then you may make up the exam within a week.

- **Annotated Bibliography**

Students will compile an annotated bibliography (APA format) of 5 websites and 5 apps that are designed to provide instructional support for students with a specific disability, exceptionality, cultural/linguistic diversity, or other educational obstacle (e.g. LEP students). Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).

- **Lesson Plan Presentation**

You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3<sup>rd</sup> grade English Language Arts (ELA) grammar unit. Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).

- **Field Experience**

You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the "Observation Procedures and Rules" sheet. You will be required to turn in a signed (by school) verification sheet to Mrs. Martin at the conclusion of each observation. You will also need to take detailed notes over each field experience. This will be taught in class. EDUC 2301 differs from EDUC 1301 in this area. Rather than writing a reflection after each campus visit, you will type up your field notes and submit those for grading. Additionally, after all of your campus visits, you will be given a reflection project to be completed and submitted for grading towards the end of the semester. In order to submit your final reflection project, you must have turned in all verification sheets. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

- **Final Observation Reflection Project**

This is a 3-part project. First, you will meet with Mrs. Christine Martin to schedule 4 different observations of classrooms. In the class, you will take field notes and submit the field notes to Mrs. Satterwhite for review. Using your field notes, you will then write a reflection paper. This will be a research paper; therefore, you will be expected to use

correct APA formatting and citations. Guidelines and a rubric for this assignment, along with other pertinent instructions, will be passed out in class (or made available on Blackboard).

**For ALL Classroom Presentations & AAT Observations:** professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, jeans, tennis shoes, shorts, mini skirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero “0” for the observation and assignment and will not be allowed to make it up.

**Professionalism:** I place a great value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective and measured by your actions. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

### **What is professionalism?**

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

## **Institutional and Academic Policies**

### **Attendance**

**Face-to-Face:** Students must attend each session and be on time. If you have questions about an absence, please see the instructor. Absences will affect your grade in this course. You may be dropped from the course with an “X” or an “F” if I believe the objectives of the course cannot be met due to your lack of participation and attendance. If you have excessive absences, I will try to contact you. If you have excessive absences and you do not respond to my attempts to contact you, you will receive an F in the course. Participation means active engagement. A person cannot be actively engaged if texting or using a cell phone. Use of a cell phone in class may be counted as an absence. Please email me if you know you will be absent.

Online: Students are expected to log into Blackboard on a daily basis. New modules will open each Friday. You may be dropped from the course with an “X” or an “F” if I believe the objectives of the course cannot be met due to your lack of participation in weekly discussions and timely submission of assignments. During the semester, we will need to schedule a few face-to-face meetings. These meetings are mandatory. If an emergency prevents you from attending one of these meetings, you will need to contact the instructor ASAP.



### **Academic Integrity/Plagiarism**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. *To be more specific, this includes copying the work of another author and not citing the source from where it was found. (Plagiarism) A failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a teacher preparation program and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.*

### **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **Disability Services**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at Reese Center, Building 8, 806-716-4675, Levelland Campus (Student Health & Wellness Office) 806-716-2577, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **Accommodations**

I wish you success in EDUC 2301 at South Plains College. My role is to help you through this course and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, email, or come by my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning

disability, you should visit the Office of Special Services within the Counseling Department (Reese—806-716-4675; SPC—806-716-2577)

### **Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

### **Campus Resources**

**Tutoring:** Dr. Gail Malone, Mr. Cody Thackerson, or Dalila Gonzales, 806-716-2241 or [dgonzales@southplainscollege.edu](mailto:dgonzales@southplainscollege.edu). Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students.

**\*\*\*We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.**

### **Health & Wellness Center**

The counselors at the Health & Wellness center can advise you confidentially. They can also help you access other resources on campus and in the local community. You can schedule an appointment with a counselor by calling 716-2529.

### **Advising & Testing**

Latha Tucker, 806-716-4606, [ltucker@southplainscollege.edu](mailto:ltucker@southplainscollege.edu). Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

### **Campus Carry**

Please be advised that individuals coming onto any SPC campus must abide by the Campus-Carry laws that went into effect in 2017.

*The 84th Texas legislature passed Senate Bill 11, commonly known as the "campus carry" bill went into effect on August 1, 2017. Individuals holding a licensed to carry (LTC) or concealed handgun license (CHL) holders will have the legal right to carry a concealed handgun onto community college campuses; however, they **cannot** openly carry the handgun.*

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Teaching and Learning Department at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## Course Outline—EDUC 2301 Fall 2019

***\*Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and in Blackboard.***

This is NOT a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Friday to the following Thursday.**

Week 1: Aug. 26 - 29	Welcome to Class; Observation Information; Textbook & Syllabus Information Introduction to Teacher Certification Process, Pedagogy & Professional Responsibilities Standards, Technology Applications Standards
Week 2: Aug. 30 – Sept. 5	Learning in the Field: Field notes and practice notes. Chapter 1: “Teaching in Today’s Inclusive Classrooms”
Week 3: Sept. 6 – Sept. 12	Designing Lesson Plans for the Inclusive Classroom Chapter 2: “Introducing Universal Design for Learning” & other lesson planning models
Week 4: Sept. 13 – Sept. 19	Differentiated Instruction Chapter 3: “Policies, Practices, Process for Special Education & Inclusive Education”
Week 5: Sept. 20 – Sept. 26	Diversity in the Classroom Chapter 4: “Diversity in the Classroom: Learners with High-Incidence Disabilities” <b>Interview Assignment DUE</b>
Week 6: Sept. 27 – Oct. 3	Diversity in the Classroom Chapter 5: “Diversity in the Classroom: Students with Low-Incidence Disabilities”
Week 7: Oct. 4 – Oct. 10	Diversity in the Classroom Chapter 6: “Learners with Gifts and Talents, Learners Who are Culturally and Linguistically Diverse, & Other Learners at Risk
Week 8: Oct. 11 – Oct. 17	Diversity in the Classroom Chapter 6: “Learners Who are Culturally and Linguistically Diverse” (ESL) <b>Annotated Bibliography DUE</b>
Week 9: Oct. 18 – Oct. 24	<b>MID-TERM EXAM (Chapters 1 – 6 &amp; assigned articles)</b> Planning Instruction for All Learners Chapter 9: “Assessing & Evaluating Learner Progress”
Week 10: Oct. 25 – Oct. 31	Planning Instruction for All Learners Chapter 10: “Selecting Instructional Strategies for Teaching All Learners”

Week 11: Nov. 1 – Nov. 7	Planning Instruction for All Learners Chapter 7: “Collaboration & Cooperative Teaching: Tools for Teaching All Learners” <b>Lesson Plan Presentations</b>
Week 12: Nov. 8 – Nov.14	Planning Instruction for All Learners Chapter 12: “Assistive Technologies and Innovative Learning Tools” <b>Lesson Plan Presentations</b>
Week 13: Nov. 15 – Nov. 21	Implementing Effective Instructional Practices for All Learners Chapter 11: “Selecting Behavioral Supports for All Learners” <b>Lesson Plan Presentations</b>
Week 14: Nov. 22 – Nov. 28	<b>THANKSGIVING</b> <b>Lesson Plan Presentations</b>
Week 15: Nov. 29 – Dec. 5	Student-Teacher Conferences <b>Observation Reflection Paper DUE</b>
Week 16: Dec. 6 – Dec. 12	Finals—See SPC Finals Schedule