

EDUC 2301: Special Populations (Online Section)
Spring 2020

The Teaching and Learning Center
South Plains College

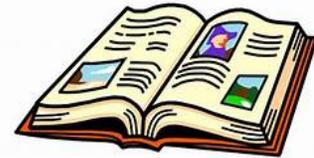
South Plains College Improves Each Student's Life

Course Title: Introduction to the Teaching Profession
EDUC 2301.C251 = Online (Blackboard)

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.**
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Office: Room 332, 3rd 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 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; interview; classroom observations/observation reflections; lesson plan design
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; interview; classroom observations/observation reflections; 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; interview; classroom observations/observation reflections; lesson plan design
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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)
 (Note: You may purchase the print edition or the online edition)

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"> • Includes 1 Blackboard discussion, 1 Group discussion, 12 Flipgrid video discussions, & End-of-Semester Reflection 	5%
Weekly Module Learning Activities & Quizzes <ul style="list-style-type: none"> • Includes 10 quizzes & 10 weekly assignments 	40%
Interview/Transcript	10%
Lesson Plan Presentation	20%
4 Observation Reflection Papers	20%
Final Observation Analysis Paper	5%
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 see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to review your responses and the CORRECT RESPONSE after all students have submitted their quizzes.
- 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 an assignment, 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 ONLINE through Blackboard, demonstrations, discussions, group discussions, and guest speakers.
 - **NOTE:** As this is an ONLINE class, 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 (*free download for ALL SPC students*). **You will NOT be able complete this course on your smartphone exclusively.**
 - Daily access to the internet—MySPC, Blackboard, SPC email, online textbook (if that is your choice)
 - *NOTE: The ONLINE 2301 section will use **Flipgrid.com** as a video discussion board in addition to the discussion board present in Blackboard. I will add a link to flipgrid.com in Blackboard.*
 - *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.— *again, all SPC students have free access to Microsoft Office products.*
 - 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: weekly Flipgrid discussions, participation in group 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/Reflection**

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. You will submit this assignment through Turnitin.com (a link will be provided). 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 3rd 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 field notes over each field experience. This process will be taught in class. You will also write a reflection after each campus visit, answering specific questions and providing demographic information about the campus and classroom. You are to use correct APA formatting and citations. You will submit each of these assignments through Turnitin.com (links will be provided). Guidelines and a rubric for these papers will be passed out in class (or made available on Blackboard). In order to submit your reflection papers, you must have turned in your verification sheets. *Observation Reflection Papers are due within 2 weeks of your classroom observation date. 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 final observational analysis paper will count as your final in this class. Using your field notes and your 4 observation reflection papers, you will write a final analysis paper. In this paper, you will highlight three different concepts related to diversity in the classroom and planning instruction to suit the needs of your diverse students, citing examples and/or non-examples of each of these concepts from your observations. You will be expected to use correct APA formatting and citations. You will submit this assignment through Turnitin.com (a link will be provided). 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. You will receive a grade based on your attendance each day; additionally, if you are absent, you will not be able to make up graded assignments we complete in class. 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 **Saturday**. 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 may 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.

Plagiarism violations include, but are not limited to, the following:

1. Turning in essays or work that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;

8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

*If a student plagiarizes on an assignment, 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.*

Student Code of Conduct Policy

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

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.

Nondiscrimination Policy

The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

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 for assistance.

Campus Resources

Tutoring: Dr. Gail Malone, Mr. Cody Thackerson, or Dalila Gonzales, 806-716-2241 or 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. 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 Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

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 Saturday to the following Friday.**

Week 1: Jan. 13 – 17	Welcome to Class; Observation Information; Textbook & Syllabus Information Introduction, Pedagogy & Professional Responsibilities Standards, Technology Applications Standards, Differentiation, Begin Culturally Sensitive
Week 2: Jan. 20 – 24	Learning in the Field: Field notes and practice notes; Observation Reflection Papers Chapter 1: “Teaching in Today’s Inclusive Classrooms”
Week 3: Jan. 27 – 31	Designing Lesson Plans for the Inclusive Classroom Chapter 2: “Introducing Universal Design for Learning” & other lesson planning models
Week 4: Feb. 3 – 7	Differentiated Instruction Chapter 3: “Policies, Practices, Process for Special Education & Inclusive Education”
Week 5: Feb. 10 – 14	Diversity in the Classroom Chapter 4: “Diversity in the Classroom: Learners with High-Incidence Disabilities” Interview Assignment DUE
Week 6: Feb. 17 – 21	Diversity in the Classroom Chapter 5: “Diversity in the Classroom: Students with Low-Incidence Disabilities”
Week 7: Feb. 24 – 28	Diversity in the Classroom Chapter 6: “Learners with Gifts and Talents, Learners Who are Culturally and Linguistically Diverse, & Other Learners at Risk
Week 8: Mar. 2 – 6	Diversity in the Classroom Chapter 6: “...Learners Who are Culturally and Linguistically Diverse” (ESL)
Week 9: Mar. 9 – 13	Diversity in the Classroom Chapter 6: “...Other Learners at Risk” (LGBTQ & other at-risk students)
SPRING BREAK	
Week 10: Mar. 23 – 27	Planning Instruction for All Learners Chapter 9: “Assessing & Evaluating Learner Progress”

Week 11: Mar. 30 – Apr. 3	Planning Instruction for All Learners Chapter 10: “Selecting Instructional Strategies for Teaching All Learners”
Week 12: Apr. 6 – 10	Planning Instruction for All Learners Chapter 7: “Collaboration & Cooperative Teaching: Tools for Teaching All Learners”
Week 13: Apr. 13 – 17	Planning Instruction for All Learners Chapter 12: “Assistive Technologies and Innovative Learning Tools”
Week 14: Apr. 20 – 24	Implementing Effective Instructional Practices for All Learners Chapter 11: “Selecting Behavioral Supports for All Learners” Lesson Plan Presentations
Week 15: Apr. 27 – May 1	End-of-Semester Reflections; Work on Final Observation Analysis Paper
Week 16: May 4 – 8	Final Observation Analysis Paper DUE MONDAY, May 4 by 8:00 a.m.

PLEASE NOTE: Each **observation reflection essay** will be due by **midnight 2 weeks after observation**. For example, if you observe on Friday, Jan. 24, your observation reflection essay will be due by midnight on Friday, Feb. 7