

EDUC 2301: Special Populations

Spring 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 = T/TH 1 – 2:15 p.m. (Lib. 326)

Instructor: Lori Satterwhite, M.Ed.
lsatterwhite@southplainscollege.edu

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: Ruth Mills

Office: 3rd floor, SPC Library Office Hours: Mon & Tues 10 – 2:30 p.m.

Cell: 806-577-9339

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 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
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; guest lectures; mid-term exam; article summary/abstract; 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; article summary/abstract; interview; classroom observations/observation reflections; annotated bibliography; 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; mid-term exam; article summary/abstract; 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	50 pts.
Quizzes	110 pts.
Mid-Term Exam	100 pts.
Article Summary/Abstract	100 pts.
Interview/Transcript	100 pts.
Lesson Plan Presentation	200 pts.
Observations Field Notes (25 pts. each)	100 pts.
Observation Reflection Paper	200 pts.
Annotated Bibliography	50 pts.
Total	1000 pts.

**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:

900 – 1000 points = A

600 – 699 points = D

800 – 899 points = B

0 – 599 points = F

700 – 799 points = C

General Assignment Information

- **Article/Summary Abstract:**
You will select and read an article (published in a peer-reviewed, academic journal) that discusses one of the disabilities, exceptionalities, or cultural/linguistic diversities that teachers may encounter in their classrooms. Then you will write a 2-page abstract (summary + review) of the article (with appropriate APA citations). Be prepared to share the information you read in the article with the class. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).
- **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 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).
- **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 include specific modifications for one or more 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).

- **Observation Project**

This is a 3-part project. First, you will meet with Mrs. Ruth Mills to schedule 4 different observations of classrooms. In the class, you will take field notes and submit the field notes to me for review. Using your field notes, you will then write a 2 – 3 page 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).

- **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).

- **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. Mills 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.*

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 are expected to be on time and attend class each time it is in session. After your 4th absence, you may be dropped from the class. 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. Students who miss more than 6 deadlines, may be dropped from the class. 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.

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.



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 for assistance.

Campus Resources

Tutoring: Dr. Gail Malone 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 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 Spring 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.

Week 1: Jan. 14 – 18	Welcome to Class; Observation Information; Textbook & Syllabus Information Introduction to Teacher Certification Process, Pedagogy & Professional Responsibilities Standards, Technology Applications Standards
Week 2: Jan. 21 – 25	Learning in the Field: Field notes and practice notes. Chapter 1: “Teaching in Today’s Inclusive Classrooms”
Week 3: Jan 28 – Feb. 1	Designing Lesson Plans for the Inclusive Classroom Chapter 2: “Introducing Universal Design for Learning” & other lesson planning models
Week 4: Feb. 4 – 8	Differentiated Instruction Chapter 3: “Policies, Practices, Process for Special Education & Inclusive Education” Article Abstract DUE
Week 5: Feb. 11 – 15	Diversity in the Classroom Chapter 4: “Diversity in the Classroom: Learners with High-Incidence Disabilities”
Week 6: Feb. 18 – 22	Diversity in the Classroom Chapter 5: “Diversity in the Classroom: Students with Low-Incidence Disabilities”
Week 7: Feb. 25 – March 1	Diversity in the Classroom Chapter 6: “Learners with Gifts and Talents, Learners Who are Culturally and Linguistically Diverse, & Other Learners at Risk
Week 8: March 4 – 8	Diversity in the Classroom Chapter 6: “Learners Who are Culturally and Linguistically Diverse” (ESL) Interview Assignment DUE
Week 9: March 18 – 22	MID-TERM EXAM (Chapters 1 – 6 & assigned articles) Planning Instruction for All Learners Chapter 8: “Designing Learning That Works for All Students”

Week 10: March 25 – 29	Planning Instruction for All Learners Chapter 10: “Selecting Instructional Strategies for Teaching All Learners”
Week 11: April 1 – 5	Planning Instruction for All Learners Chapter 9: “Assessing & Evaluating Learner Progress” Lesson Plan Presentations
Week 12: April 8 – 12	Planning Instruction for All Learners Chapter 7: “Collaboration & Cooperative Teaching: Tools for Teaching All Learners” Lesson Plan Presentations
Week 13: April 15 – 19	Planning Instruction for All Learners Chapter 12: “Assistive Technologies and Innovative Learning Tools” In-Class Tutoring for Observation Papers Lesson Plan Presentations
Week 14: April 22 – 26	Implementing Effective Instructional Practices for All Learners Chapter 11: “Selecting Behavioral Supports for All Learners” Lesson Plan Presentations
Week 15: April 29 – May 3	Student-Teacher Conferences Observation Reflection Paper DUE
Week 16: May 6 – 9	Finals—See SPC Finals Schedule

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Please complete and cut off this portion of the syllabus. Please turn this slip into Mrs. Satterwhite by:

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1. Name & CONTACT INFO (Cell # and email):

 2. In this course, I hope the teacher will...I expect to learn from this class...

 3. Please share anything else you think might be helpful for me to know about you.

I have read and understand all policies contained in this document.

SIGNATURE _____ DATE _____