

South Plains College

"SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE"

Course Syllabus for EDUC 2301.001 – Special Populations, Fall 2018

Instructor Contact and Office Hours

Instructor: Dr. Erika M. Warnick, Associate Professor in Reading and Education

Email: ewarnick@southplainscollege.edu

Phone: 806-716-2238 – Please leave me a message if I am not available to answer your call

Office Location: Library Building, Levelland Campus, Third Floor – room 306 Classroom Location: Room 313 – Library Building

Office Hours for Fall 2018

Monday	Tuesday	Wednesday	Thursday	Friday
9:00a.m.-9:30a.m. *1:00p.m.-3:00p.m. *(in the Writing Lab, room CM112)	11:00a.m.- 1:00p.m.	9:00a.m.-9:30a.m. 1:00p.m.-2:00p.m.	11:00a.m.- 1:00p.m.	9:00a.m.- 12:00p.m <i>by appt. only!!!</i>

If I have to cancel office hours for any reason, you will be notified via email, and an announcement will be sent to you in Blackboard.

Please complete and cut off this portion of the syllabus (you may use the back of this form). Please turn this slip into Dr. Warnick by _____.

1. Name & CONTACT INFO (Cell # and email):
2. Once upon a time I completed a project I enjoyed and this is why...
3. In this course, I hope the teacher will... I expect to learn from this class...
4. Please share anything else you think might be helpful for me to know about you.

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

SIGNATURE _____ DATE _____

General Course Information

Course Description: Prerequisite: Completion of EDUC 1301 or the approval of instructor. 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 P-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 and Measurable Actions by Students
Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	Class lectures; textbook readings; digital homework; case study analysis; concept teaching in class; in-class hands-on assignments; lesson plan design; reading quizzes; mid-term exam; observation reflection project.
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.	Class lectures; textbook readings; additional article readings and analysis; digital homework; case study analysis; concept teaching in class; ; in-class hands-on assignments; lesson plan design; reading quizzes; mid-term exam; observation reflection project.
Describe the impact of socio-economic status on learning and creating equitable classrooms. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.	Class lectures; textbook readings; additional article readings and analysis; digital homework; case study analysis; ; in-class hands-on assignments; concept teaching in class; reading quizzes; mid-term exam; observation reflection project.

Course Requirements: EDUC 2301, as the course title indicates, is an introduction into special populations within the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. Students will also need to complete and pass a criminal background check.

Required Materials

Textbook/Access Code: Garguilo, R. M., & Metcalf, D. (2017). *Mindtap for inclusive classrooms*. Cengage Publishing. ISBN: 9781305638129.

1. 3-ring binder and notebook paper
2. Pens, pencils, highlighters
3. Notebook for field notes
4. Computer requirements:
 - a. Dedicated access to a computer and wifi
 - b. Word processing software (e.g., Word, or Pages for Mac)
 - c. Access code (see above, under Textbook) for Mindtap
 - d. Access to Blackboard course for material and Mindtap

Grades and Assessment of Work in Class

The grades you receive on your assignments, digital work, presentations, lesson plan, observation project, and exam are indicators of your progress in this class. Students will be asked to keep an ongoing record of these grades. Additionally, it is each student's responsibility to continually monitor academic progress posted in each student's grade book on Blackboard. You will be graded using the following scale, and the following assignment percentages:

Grades are determined by the following scale:

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

Group Concept Teaching Assignment	10% of grade
Weekly Digital Homework (e.g., Mindtap, Discussion Board) and Reading/Chapter Quizzes	15% of grade
Mid-term exam	10% of grade
Paper-based Homework Assignments	10% of grade
Lesson Plan Design and Presentation	20% of grade
Observation Project (field notes, reflection paper, presentation)	30% of grade
Discussion/Participation	5% of grade
TOTAL	100%

**I reserve the right to make changes in grade calculation policies at my discretion*

**Assignment instructions, and rubrics for the assignments, will be handed out in class.*

General Assignment Information

- **Concept Teaching Assignment.** In groups of 2 (or by yourself), your team will present a concept from one of the chapters in your textbook. You will be “teaching the concept” to the class in a 30-45 minute session. You may be as inventive/creative as you would like! You may film a video, create handouts, design a game...this will be up to you and your team! There will be a sign-up list in class. You and your team may choose the available date and chapter concept to be taught that day. This activity cannot be made up if missed. You and your team will be graded using a rubric, which will be provided to you in class. This is a group grade.
- **Digital homework (weekly):** Every week, you will have something to complete in Mindtap, Blackboard, or both. These include discussions in the discussion board in Blackboard, and/or Mindtap homework, and chapter quizzes. Digital homework cannot be made up if missed, unless the instructor grants permission (e.g., due to an unforeseen circumstance):
 - Having technical difficulties is not an excuse for missing homework.
 - It is YOUR responsibility to locate a working computer and wifi.
 - It is your responsibility to file technical support tickets, and/or call tech help lines, to report an issue with Blackboard or Mindtap. You will also need to make me aware of any issue.
 - **If you are experiencing technical issues with Mindtap, you will need to:**
 - file a tech support ticket with Mindtap (through the Mindtap support area) within two (2) business days of your issue and,
 - send me a screenshot of the issues you see on your end and,
 - email me the case number for the issue.
 - **If you are having issues with Blackboard, please email me to let me know, then contact Blackboard Technical Support at blackboard@southplainscollege.edu or (806) 716-2180.**
- **Lesson Plan Design and Presentation:** You will design a lesson of your choice, but you must pick a 1.) specific topic within, 2.) a specific subject, and 3.) a specific grade level. An example would be a parts of speech grammar lesson, as part of English Language Arts (ELA), to a fifth grade class, and teach this lesson to the class. Your lesson plan must adhere to the Universal Design Learning (UDL) framework. Guidelines and a rubric for this assignment, along with other pertinent instructions, will be passed out in class.
- **Observation Project:** This is a three-part project. First, you will meet with Mrs. Ruth Mills to schedule observations of a class. 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 two to three page reflection paper, and you will present this information to your peers. Guidelines and a rubric for this assignment, along with other pertinent instructions, will be passed out in class. **Special Note:** This is will be the second APA paper that has been assigned in the education course sequence. Please use your first APA (graded and critiqued) paper from EDUC 1301 to make the necessary improvements.

- **Paperwork/Homework Assignments:** Every week to two weeks, you will have paper-based homework. This homework is designed to reinforce the concepts, methods, and theories discussed in class, learned in the digital homework, and read in the text and articles. Sometimes, the homework will be handwritten/paper-based; at other times, the homework will be typed and submitted via the email link in our Blackboard course. You will be told ahead of time the instructions for each assignment.
- **Mid-term Exam (1):** You will have one mid-term exam, which will cover the concepts learned up until the point of the exam. During exams, everything you brought to class that day will be kept out of sight the entire time. This includes all electronic devices (i.e., cell phones, tablets, laptops, headphones, etc.), notebooks, backpacks, textbooks, etc. Students may not wear headgear during the exam (e.g., no headphones, no sunglasses).
 - **Missed exam:** If a student misses the 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.

Classroom and Institutional Policies

Professor's Class Policies

Attendance:

- Students are expected to attend all class sessions, and attend class on time.
- Students will be given four (4) absences to be used throughout the semester.
- If a student has five (5) or more absences, the student may be dropped from the course with a grade of F.
- If a student is late to class (5 minutes or more, up to 15 minutes late), he or she will be marked tardy. Two tardies = 1 absence, and these do count towards the four total allowable absences.
- If a student arrives to class 16 minutes late or more, **without prior consult with the professor, OR a documentable reason**, the student will be marked absent, as this is disruptive to the class. This absence does count towards the four allowable absences in the class.

Assignment Deadlines and Instructions

1. Students are expected to submit college level work **on time, on the date on which the assignment is due. No late work will be accepted in the class.**
2. All work (typed or hand-written) is expected to contain professional and appropriate language, correct grammar, correct spelling, and complete sentences.
3. All assignments must be in the **APA 6th edition (2010) format**, unless otherwise noted.
4. Typed assignments must be in a recognized word processing software (such as Word, or Pages for Mac). **I must be able to open, save, download, and add comments to any attachment sent to me, otherwise, a grade of 0 will be given for any assignment sent**

in an unrecognized program. Please do not send assignments in PDF format, unless otherwise noted.

5. If you forget to attach an assignment to your email in Blackboard, the first time this occurs, I will allow you to submit the assignment ASAP after the deadline, but no later than 12:00p.m. (CST) the following day. Any subsequent times in which you forget to attach an assignment/paper, a grade of 0 will be given for the missed assignment.

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 date of an assignment, or extend the date, due to an unforeseen circumstance. *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/amended/extended once. After that, a grade of 0 will be given for a missed assignment.

Field Experience: You will 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 over each field experience, you will be given a reflection project to be completed and submitted for grading towards the end of the semester. Failure to attend the assigned observation time will result in a zero for the observation reflection project reflection grade, without a valid and documentable reason. Be sure to read carefully the "Observation Procedures and Rules" sheet. *In addition, you will be required to turn in a signed (by school) goldenrod verification sheet to Mrs. Mills at the conclusion of each observation. In order to submit your observation project, those verification sheets must be turned in.*

Professional Dress: For all classroom individual and group presentations and AAT observations, professional dress is required. Professional dress is considered a collared button down or polo shirt, Dockers, slacks, dress, or skirt. Professional dress does not include hoodies, sweat pants, flip-flops, tee shirts, ball caps, jeans, tennis shoes, shorts, mini-skirts, or any other type of casual clothing for sports or leisure.

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 during your class times and 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 are but 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...Maintain 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.

In the case of group projects, you will become a part of a team. Failure to work with that team in a cooperative manner will be viewed as unprofessional behavior and points will be deducted from your participation grade. At the end of each group project, you will be given an evaluation form to rate the over-all performance of each member of your team during the project. These scores will be averaged and become a part of your final project grade. If you have a problem or concern with a group member, please let me know ASAP. This does not mean that the entire class needs to be informed or involved. Failure to comply with this request will result in appropriate action as necessary to maintain the cohesiveness of the class, which may include removal from the course (grade of "F" will be given) and the AAT program.

Recording of Class: You are encouraged to take daily notes in this class, and additional chapter notes/PowerPoints will be made available on Blackboard. To respect the academic freedom in the classroom, and the privacy of all students, recording of any kind (audio, video), is strictly prohibited without written permission from the instructor ahead of time. Failure to adhere to this policy may result in a student being dropped from the class.

South Plains College Institutional Policies

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. **Unless otherwise noted, all assigned homework is designed to be an individual exercise with the purpose of increasing reading skills and comprehension. Students who present work that may not be their own will be referred for disciplinary action and will be dropped from the course with the grade of F.**

Campus Concealed Carry Statement

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 and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.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.

Campus Resources

Advising & Testing: Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services. Please call 806-716-2366 (Levelland Campus), 806-716-4606.

Tutoring: Please visit the Teaching and Learning Center, third floor of the Library Building, Levelland campus. Contact Dr. Gail Malone, or Dalila Gonzales, at 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.

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 806-716-2529.

Health Clinic: Students taking at least 6 hours on the Levelland Campus have free access to our on campus health clinic. They are able to have an office visit with a nurse and a doctor as well as receive information for assistance with prescriptions. Monday thru Friday, 8:00 am – 3:00 pm. To make an appointment call: 806-716-2576.

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.

Students with Disabilities

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 to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Title IX Pregnancy Accommodation 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.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading 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 South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are 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 for EDUC 2301 – Face to Face – Dr. Warnick, Fall 2018

******Please note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class, and updated schedules will be made available on Blackboard.**

This is NOT a schedule of weekly homework assignments! This is a tentative schedule of the topics and textbook chapters to be covered weekly.

August 28, 2018	Welcome to Class! Observation information; Textbook and Syllabus Information
August 30, 2018	Introduction to Special Populations Intro to Chapter 1
September 4-6, 2018	Learning in the Field - field notes and practice notes In-class activity: Propose a Plan for Additional Support to a Currently Unidentified Population; Evaluate Your Proposal <i>Chapter 1: - Textbook, Mindtap, and Quizzes</i>
September 11-13, 2018	Intro to the Universal Design Learning Model In-class Practice: Designing a Lesson Plan using UDL <i>Reading/Homework: Chapter 2: Introduction to Universal Design - Textbook, Mindtap, and Quizzes</i>
September 18-20, 2018	Introduction to the Policies, Practices, and Legal Implications In-class Practice: Create an Agenda for an Individualized Education Program (IEP) Meeting. <i>Reading/Homework: Chapter 3: Policies, Practices, Processes - Textbook, Mindtap, and Quizzes</i>
September 25-27, 2018	Diverse Learners - High-Incidence Disabilities In-Class Practice: Design an Activity for a Student with a Speech and Language Impairment; Prepare a request for an Assistive Technology Evaluation <i>Reading/Homework: Chapter 4: High-Incidence Disabilities; Chapter 12: Assistive Technologies - Textbook, Mindtap, and Quizzes</i>
October 2-4, 2018	Diverse Learners - Low-Incidence Disabilities Concept Teaching Day In-Class Practice: Create an Informational Handout for Parents Regarding Students with Autism Spectrum Disorder; Evaluate Handout. <i>Reading/Homework: Chapter 5: Low-Incidence Disabilities - Textbook, Mindtap, and Quizzes</i>
October 9-11, 2018	Learners with Gifts and Talents/At-Risk Learners Concept Teaching Day In-Class Practice: Create a Staff Meeting Agenda to Discuss Support Strategies for Children Who Are Homeless; Evaluate Agenda <i>Reading/Homework: Chapter 6: Learners with Gifts and Talents, At-Risk learners, Culturally Linguistic Learners - Textbook, Mindtap, and Quizzes</i>
October 16, 2018	Collaboration and Cooperative Teaching Concept Teaching Day In-Class Practice: Outline the Process for Hiring Paraprofessionals; Evaluate the Process <i>Reading/Homework: Chapter 6: Learners with Gifts and Talents, At-Risk learners, Culturally Linguistic Learners - Textbook, Mindtap, and Quizzes</i>

October 18, 2018	Mid-Term Exam - Chapters 1-6
October 23-25, 2018	<p>Concept Teaching Day In-Class Practice: Process for Hiring Paraprofessionals; Evaluate the Process; Create a Reading Lesson Plan for All Learners <i>Reading/Homework: Chapter 7: Collaboration and Cooperative Teaching; Chapter 13: Create a Literacy Rich Environment for All Learners - Textbook, Mindtap, and Quizzes</i></p>
October 30-November 1, 2018	<p>Concept Teaching Day In-Class Practice: Create Lesson Plan with UDL Components; Evaluate the Plan; Design a Mathematics Lesson Plan for All Learners <i>Reading/Homework: Chapter 8: Designing Learning that Works for All Students; Chapter 13: Developing an Understanding of Mathematics in All Learners - Textbook, Mindtap, and Quizzes</i></p>
November 6-8, 2018	<p>Lesson Plan Presentation In-Class Practice: Create a Multiples Intelligences Assessment; Evaluate Assessment <i>Reading/Homework: Chapter 9: Assessing and Evaluating Learner Progress - Textbook, Mindtap, and Quizzes</i></p>
November 13-15, 2018	<p>Lesson Plan Presentation In-Class Practice: Compose Communication to the Parents of a Gifted and Talented Learner; Evaluate the Communication <i>Reading/Homework: Chapter 10: Selecting Instructional Strategies; Chapter 15 - Teaching Critical Content in Science and Social Studies to All Learners - Textbook, Mindtap, and Quizzes</i></p>
November 20, 2018	<p>Lesson Plan Presentation In-Class Practice: <i>Reading/Homework: Chapter 11: Selecting Behavioral Supports for All Learners - Textbook, Mindtap, and Quizzes</i></p>
November 27-29, 2018	Meeting with Professor; In-Class Preparation for Papers/Presentations/Wrap-up
December 4-6, 2018	In-Class Presentations on Observations
December 10-14, 2018	Final Exams/Final Paper Due - Please Consult the SPC Final Exams Schedule

