

Welcome to:
CD 150 Survey of Children with Special Needs Online - Section 4116
Fall 2009
Prerequisite: Child Development 103 (formerly 3) with a grade of C or above.

Instructor: Janet Young
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Office Hours:
Mondays 5:30 to 6:30pm (on campus)
Tuesdays 3:00 to 4:00pm (online)
Wednesday 10:00 to 11:00am (online)
Thursdays 12:00 to 1:00pm (on campus)
Or by appointment.
However, when I am teaching online I check my email every day!

Required Text:
Exceptional Children and Youth - 4th Edition
by Nancy Hunt and Kathleen Marshall ISBN 0-618-70463-9

Visit the Publisher's Website for Study Tools and Resources.

Click on this URL:

http://college.cengage.com/education/hunt_marshall/except_child/4e/students/index.html

Missed the Orientation? Wish to Remain in the Class?
Please contact me via email (see above) immediately so I do not drop you!

SKILLS FOR SUCCESS!

In order to succeed in this course you need to :

- have regular and reliable access to a computer
 - be willing to read, read, and reread the syllabus and all other posted materials
 - be a self-motivated learner and possess good time management skills
- be willing to ask your instructor and classmates questions if you don't understand something

Dropping this Class

I am hoping that you all complete this class and have a wonderful, rewarding learning experience. However, if you decide to drop this class, it is your responsibility to notify the College. If you stop participating, but do not formally withdraw from the class, you will receive a grade of F. Don't let this happen. Be sure to drop the class online or in person.

Managing Your Time

Please review the due dates for the quizzes and assignments so that you can plan your time accordingly. It is important that you keep up with your reading and your assignments so you don't fall behind.

Another way to ensure your success is to COMMUNICATE with me and with your classmates. If you have questions about the class, please email me at jyoung@elcamino.edu. You can also go into the "Chat Room" or "Discussion and Private Messages" area to communicate with your classmates.

Catalog Description

This course offers an overview of the causes, characteristics, prevalence and needs of children with mild to severe physical, cognitive and behavioral problems. Other topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs

Course Objectives

- Identify causes of physical, learning, behavioral, and emotional problems of children.
- Investigate, observe, and analyze various programs for children with special needs and compare approaches.
- Evaluate the types of testing and criteria for identifying children with special needs.
- Analyze the classification criteria of children with special needs and determine the specific programs that will meet their needs.
- Design and practice strategies to communicate with parents of children with special needs.

Overarching Student Learning Outcomes

After reading the textbook and course modules, and participating in class discussions, students will apply their knowledge of appropriate practices, concepts and theories in special education by conducting an observation in a setting that serves children with special needs. Students will prepare a comprehensive report in which they analyze the program based upon the criteria presented in class.

Grading Overview

In this course, you will be required to:

- Read 14 chapters
- Review 14 modules
- Complete a practice quiz and complete 12 chapter quizzes
- Participate in 15 class discussions

- Complete two reaction essays
- Select a movie from a list, watch it and write an analysis
- Conduct a classroom observation in a school that serves children with special needs and write a comprehensive report about your findings. The observation project will serve as your final examination for this class and should include concepts that you have learned in reviewing the modules, reading your textbook, and participating in discussions.

Assignments and Quizzes		
Practice Quiz 10 points Chapter Quizzes (12 quizzes x 20 points each)	250 points	Grading Scale 473 – 525 = A 421 – 472 = B 369 – 420 = C 317 – 368 = D Below 317 = F
Class Discussions (15 postings x 5 points)	75 points	
Personal Reaction Essays (2 x 25 points)	50 points	
Movie Analysis	50 points	
Final Project- Observation Report	100 points	
Total	525 points	

Modules

(Scroll Down to the Bottom of this Page)

You will find a module that corresponds to each chapter at the very end of this section. Review these modules carefully as they will serve as study guides. It is **STILL NECESSARY** to read the chapters carefully as the modules are simply modified versions of the chapters. If you only read the modules you will not be prepared sufficiently for the exams.

Quizzes

(Go to "Task, Test, and Surveys")

You may only take these quizzes **ONCE** so be sure to read the text and review the materials thoroughly before you begin. You will be allowed **TWO HOURS** to complete each quiz. This is more than ample time to complete the 20 questions on each of these quizzes. Please note, that when you begin the quiz, you must complete it. Therefore, it is necessary that you plan your time accordingly. **Even if you log off -- or pause the exam, the time is still ticking away.**

Personal Reaction Essays

(Go to "Assignments")

There are two personal reaction essays assignments.

1. You will be required to read "Shaya's Story" and then write a minimum two-page (double-spaced) personal reaction essay based on the prompts.
2. You will be required to watch a YouTube Video "Autism Every Day" and then write a minimum two-page (double-spaced) personal reaction essay based on the prompts.

Complete instructions can be found in the "Assignment" section. All papers must be submitted through ETUDES. You must use 1" margins and a 12 point font (Arial or Times New Roman) for all papers and projects.

Discussion Instructions

Go to "Discussions and Private Messages"

- Discussion are due every Sunday and should be posted after you have read the corresponding chapter.
- You are required to participate in the posted discussions a minimum of 15 times during the semester for full credit.
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For full credit, a comment must consist of about 60 words (about three complete sentences.) Abbreviations are not acceptable.

- Go to the "Discussion and Private Message" area on the ETUDES menu bar to access the discussion questions.
- Select the discussion prompts based on the first letter of your last name.
- I will review the discussion questions and upgrade your points each week.

Please respect one another's viewpoints.

Try to understand one another –don't work at changing someone's mind.

Paper Format

All assignments must be double-spaced. You must use Arial or Times New Roman fonts and your margins must be 1 inch. Many WORD documents have the default setting for the margins at 1 1/2 inch. You will need to change them to 1 inch margins. Your name, the date, or headings do not count toward the page minimum. When in doubt, write more so that you will get full credit for the assignment. I realize that this seems like a rigid requirement, but since I don't see you in class each week, I have to grade you only on your work.

College-Level Writing Requirement

Papers must be college-level and edited for proper spelling and grammar. If a paper has too many errors, it will affect your grade. If you would like assistance in writing your papers, you can meet with a tutor at the Learning Resource Center in the library or to go to the ECC Writing Center. Well-developed writing skills are essential to your success in college.

Movie Analysis (50 points)

(Go to "Assignments")

Review a movie from the list provided by the instructor. Prepare an analysis of the movie based on the questions provided.

Observation Assignment (100 points)

(Go to "Assignments")

This project is your final exam for this class.

Complete instructions are posted in the "Assignments" area.

For this project you will need to observe a program that serves infants, toddlers, preschoolers or elementary school children with special needs. You must visit the class for a minimum of 2 1/2 hours. You may observe in a private, non-profit, or public school such as Torrance Unified or L.A. Unified or another school close to your school or work.

- Choose your site carefully to make sure you will be able to complete your assignment successfully. Be sure to call and make an appointment. NEVER show up unannounced as they will most likely turn you away. Some programs may require that you show proof of a negative TB test.
- Start looking for your observation site early and make your appointment. Wait at least a couple of weeks prior to your visit to ensure that you have enough background and information to gather the type of information needed for a well-written comprehensive report. However, do not wait until the last minute to find your site as this can effect the quality of your paper and your final grade in the class.

- It is your responsibility to find your own observation site. Locating the school or agency is part of the assignment. Communicate with one another online to share sites.

Extra Credit Assignment – Select Only One
(Go to “Assignments”)

Option 1: Conference/ Workshop (10 points)

Attend a professional conference or workshop concerning children with special needs. Write a one-page summary of your experience. You must have this pre-approved by the instructor. Only one extra credit assignment will be accepted. Please note: Workshops and conferences do not often occur during the summer, so it may be difficult to find one of these opportunities. Submit this through assignment through ETUDES under “Extra Credit Assignment.”

OR

Option 2: Agency or Organization Research Report (10 points)

The purpose of this assignment is to provide you with an opportunity to select and research an agency or organization (such as the March of Dimes or the Braille Institute) that offers support to children with special needs and their families. Please do not use these two examples. You will find many examples of organizations at the end of each of the Modules.

Modules

The Modules are study guides for each chapter. They are WORD documents that you can open and review or download to your computer. Reviewing the modules alone will not prepare you for the exams.

Week	Assigned Reading/Activities	Exams and Assignment Due Dates
8/31	Introduction to Course ETUDES Course Management System	Review the Syllabus, Schedule, and Modules Practice Quiz and Discussion Introduction Due by Sunday, Sept. 6 by 11:45p.m.
9/7	Read Chapter 1 and Review Module1: <i>An Introduction to Special Education</i>	Quiz #1 and Discussion #1 Due by Sunday, Sept. 13 th by 11:45pm
9/14	Read Chapter 2 and Review Module 2: <i>Risk Factors in Early Intervention</i>	Quiz #2 and Discussion #2 Due by Sunday, Sept. 20 th by 11:45pm
9/21	Read Chapter 3 and Review Module 3: <i>Families and Culture</i>	Quiz #3 and Discussion #3 Due by Sunday, Sept. 27 th by 11:45pm

9/28	Read Chapter 4 and Review Module 4: <i>Children with Learning Disabilities</i>	Quiz #4 and Discussion #4 Due by Sunday, Oct. 4 th by 11:45pm
10/5	Read Chapter 5 and Review Module 5: <i>Children with Mental Retardation</i>	Quiz #5 and Discussion #5 Due Sunday, October 11 th at 11:45pm Shaya's Story Personal Reaction Due Wednesday, October 7 th by 11:45 pm
10/12	Read Chapter 6 and Review Module 6: <i>Children with Severe Disabilities</i>	Quiz #6 and Discussion #6 Due Sunday, October 18 th at 11:45pm
10/19	Read Chapter 7 and Review Module 7: Children with Behavioral Disorders	Quiz #7 and Discussion #7 Due Sunday, October 25 th by 11:45 pm
10/26	Read Chapter 8 and Review Module 8: <i>Autism and Related Disorders</i>	YouTube: Autism Every Day - Personal Reaction Due Wednesday, October 28, 2009 by 11:45 pm Quiz #8 and Discussion #8 Due Sunday, November 1 st by 11:45 pm
11/2	Read Chapter 9 and Review Module 9: <i>Children with Communication Disorders</i>	Quiz #9 and Discussion #9 Due Sunday, November 8 th by 11:45pm
11/9	Read Chapter 10 and Review Module 10: Children Who are Deaf and Hard of Hearing	Quiz #10 and Discussion #10 Due Sunday, November 15 th by 11:45pm
11/16	Read Chapter 11 and Review Module 11: Children Who are Blind and Have Low Vision	Quiz #11 and Discussion #11 Due Sunday, November 22 nd by 11:45pm
11/23	Read Chapter 12 and Review Module 12: <i>Children with Physical Disabilities</i>	Movie Analysis Due Wednesday, November 25 th by 11:45 p.m. Quiz #12 and Discussion #12 Due Sunday, November 29 th at 11:45 pm
11/30	Read Chapter 13 and Review Module 13: <i>Children Who are Gifted and Talented</i>	No Quiz Discussion #13 Due by Sunday, December 6 th by 11:45pm

12/7	Read Chapter 14 and Review Module 14: <i>The Special and General Education Relationships</i>	No Quiz Discussion #14 Due Sunday, December 13 th by 11:45pm
12/14	Final Exam Project- Observation Report is Due on or before <u>Wednesday, December 16th</u> by 11:45pm Projects MUST be submitted through ETUDES -- not via e-mail. Late observations will not be accepted. NO EXCEPTIONS! PLEASE PLAN ACCORDINGLY	

