

Grand Valley State University

PSY 304-01: Psychology and Education of the Exceptional Child

Spring 2020

Instructor: Kristen Schrauben, Ph.D., Psychology Department
Office: 2135 Au Sable Hall
Phone: (616) 331-2336
E-mail: schrakri@gvsu.edu
Office Hours: Virtual via Blackboard Collaborate Ultra or telephone, by appointment only

Course Summary

Psychology 304 is a survey course in the broad field of exceptionality. This course will introduce both a psychological and educational perspective to the study of exceptionality in children and will cover topics ranging from disabilities to giftedness. Over the course of the semester, you will be exposed to various terminology and approaches used when working with exceptional children. In addition to reviewing different disabilities, this course will emphasize evidence-based practices, school-wide prevention models, and other current issues in the field of exceptionality.

Course Objectives

The following course objectives are from the syllabus of record and are therefore applicable for all sections of this course, regardless of the assigned instructor. Upon completion of this course, students will be able to:

- 1) Describe the purpose and goals of special education services.
- 2) Describe the term “exceptional children” and its relation to services in schools.
- 3) Compare and contrast different methods of assessment in schools.
- 4) Describe the diagnostic process in school settings.
- 5) Apply ethical and legal standards in Special Education to various scenarios.
- 6) Describe characteristics, contributing factors, and intervention strategies for a wide range of disabilities in school settings.
- 7) Critically evaluate research relevant to exceptional children.

Readings

- Required Text: Heward, W. L., Alber-Morgan, S., & Konrad, M. (2016). *Exceptional children: An introduction to special education*, 11th Edition. Upper Saddle River, New Jersey: Pearson. Note that the access code for online materials is not required. This book can be bought from the university bookstore (<http://lakerstore.gvsu.edu/>), purchased as an ebook from Pearson (<https://www.pearson.com/store/p/exceptional-children-an-introduction-to-special-education/P100001123325/9780134201351>), or rented from RedShelf (<https://redshelf.com/book/600232/exceptional-children-600232-9780134201313-william-l-heward-sheila-alber-morgan-moira-konrad>).
- Selected additional readings will be placed on Blackboard as PDF files.

Course Delivery

This course is taught under the **online designation**, meaning that the entire course is delivered online through Blackboard. The course will employ an asynchronous meeting model; this means that there will not be meetings at a set time. The class is self-guided, and you will need to navigate through the materials and requirements throughout each week. At a minimum, expect to spend 6-8 hours per week

for a total of six weeks reading, viewing materials, and completing activities and assignments. A detailed calendar accompanies this course syllabus. Instructional strategies include lecture, video, group discussion, individual assignments, a group project, and quizzes.

You will be assigned a working group for the entire course. As a group, you will work to complete certain activities and together complete a group presentation on a given topic. I expect each student to be an active participant in his/her group, and you will submit peer evaluations as part of the group presentation. One of the benefits of an online class session is that you can participate when it is convenient, and please realize that your group members are reading and responding to messages at different times. This is the challenge of participating in an online class session where there are scheduled activities and discussions, so it is important that you check back often so keep an activity/discussion moving along. You are expected to access the course site and contribute several *different* times throughout the week.

We will use Blackboard extensively for all of our online activity. Please also refer to the technology requirements below. On Blackboard you will see that the course is organized into learning modules, each lasting one week (Monday – Sunday). Each week you will have required readings, videos/lectures, a small group discussion/activity, an individual assignment, and a quiz. In addition, you will write one paper and complete one group presentation over the course of the semester. When you first login to our Blackboard course site, you will see an initial announcement inviting you to click on the “[Begin Here](#)” button. In that area you will find a video tour of the course site. On a regular basis (several times each week), you will access the areas called “[Weekly Learning Modules](#)”, “[Discussion Board](#)”, and “[Assignments](#)”. Once you have completed the video tour, let me know if you have questions.

Technology Requirements & Assistance

You must have access to the following to complete the weekly learning modules:

- High-speed internet access
- Computer with sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Video camera & microphone (built into computer or external); an iPad, iPhone, or Android device may suffice for the introductory activity
- Microsoft Word & program to read pdf files

While tablets, smartphones and other mobile devices may allow for the completion of some coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework. This computer must have programs to read PDF and Microsoft Word documents. I will use the standard GVSU word processing program, Microsoft Word. Please submit any assignments as Word files as I will not accept incompatible programs. As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at [http://www.gvsu.edu/it/softwarehardware-discounts- 31.htm](http://www.gvsu.edu/it/softwarehardware-discounts-31.htm).

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#). Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content. If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>.

Communication

If you have a class-related question, you can post it on the first Discussion Board titled “Class-Related Questions”. This will allow classmates to jump in and answer questions before me, but also allow you to view others’ related questions. If you have questions of a personal nature or do not feel comfortable posting on the discussion board, e-mail is the preferred way to reach me. I respond to e-mails as soon as possible, but within 24 hours.

All official GVSU e-mail goes to your student (Gmail) account, including any e-mail sent from Blackboard. It is very important that you check your GVSU Gmail account on a regular basis. I will often send reminders, tips, and general information as an e-mail message. In addition, you should plan to check our Blackboard class site on a regular basis (3+ times per week).

General Course Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Accommodations for Students with Disabilities

If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate.

Academic Integrity and Plagiarism

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal. It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. You will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by me. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources in all assignments. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me as soon as possible so we can eliminate any uncertainty. There is no harm in asking in advance if you are not sure if you are plagiarizing. There *is* harm in plagiarizing and then telling me afterwards that you did not know you did anything wrong.

Participation & Professional Conduct

You are expected to check Blackboard every other day for new announcements and postings for activities/discussion boards. Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – more so than face-to-face on-campus classes. It is very important that you keep in touch with me and with your fellow classmates in this course. They cannot help you and you cannot help them if you are not around through e-mail, on the discussion boards. Students will be expected to demonstrate a professional attitude, time management skills, and reliability throughout the course. Students will be responsible for readings and lectures, as well as completing individual assignments and small group activities/discussions. The course content is extensive; online student participation is critical for optimum learning.

During this course, we ask that you are professional in your electronic communications. All participants should maintain a professional attitude and manner of discussion. While spirited debate is encouraged, unprofessional behavior is not tolerated. Often times, words often come across “more directly and harshly” in this written form of communication, since there are no facial expression, gestures, or tone of voice to help convey your message fully. Your contributions should not be overly negative or personal in nature. Please keep this mind as you are communicating with others.

Coursework Requirements & Grading

<u>Coursework:</u>	<u>Points:</u>	<u>Grading Scale</u>	
Weekly Quizzes	120	94 above	A
Critical Issue Group Presentation	30	90-93	A-
Research Comparison Paper	30	87-89	B+
Weekly Small Group Activities/Discussions	30	83-86	B
Weekly Individual Assignments	<u>30</u>	80-82	B-
Total Points:	240	77-79	C+
		73-76	C
		70-72	C-
		67-69	D+
		60-66	D
		59 & below	F

To calculate your final grade, add up the points you have earned (and those you expect to earn), divide by total points, multiply by 100, and compare to the grading scale.

Weekly Quizzes (6 quizzes, 20 points each = 120 points)

- Description - There will be six quizzes (one per learning module) for this course. Quizzes will consist of a combination of multiple choice, true/false, fill-in-the-blank, and short-answer questions drawn from the textbook, other readings, and from information provided during lectures. Some questions on the quizzes will be drawn specifically from lectures, even if those concepts are not covered in your text. As well, quizzes may include material from the textbook that has not been discussed during lectures. You may use your class resources when completing the quizzes, but quizzes will have a time limit (60 minutes) and can only be completed once.
- Deadline - Quizzes must be completed by 11:59pm EST on Sunday at the end of each week. Quizzes not taken before the deadline will be graded as a zero and will not be reopened for make-ups.

Critical Issue Group Presentation (30 points)

- Description – The critical issue group presentation requires that your small group work together to research and present on a critical issue in the field. As a group, you will research your topic as well as identify and integrate two internet-based resources and two research articles on the topic. Together you will write a script for the presentation and one or more people from the group will record the presentation using Panopto (<https://www.gvsu.edu/elearn/help/panopto-68.htm>). More information about this assignment will be available on Blackboard.
- Plagiarism – Please refer to the “Academic Integrity” section summarized previously in the syllabus.
- Submitting Assignments – Each group member will be responsible for submitting a copy of the presentation, the link(s) to the Panopto presentation(s), and the group rating form by Wednesday June 17th at 11:59 PM EST.

Research Comparison Paper (30 points)

- Description – There will be one research paper for this course. This paper will be a comparison of two research studies of classroom interventions for children with disabilities; one research study will be provided, and you will be responsible for finding the second study that meets specific criteria. I anticipate this paper will be approximately 5-6 pages long. Further details about this paper will be available on Blackboard.
- Plagiarism – Please refer to the “Academic Integrity and Plagiarism” section summarized previously in the syllabus. I have the right to fail you on an assignment or fail you for the course for plagiarism.
- Submitting Assignments – Paper MUST be double-spaced and typed in 12-point Times New Roman font with 1-inch margins on all sides. References should follow APA style, 6th edition. Paper is due Monday June 1st at 11:59 PM EST and must be turned in as a Microsoft Word document on Blackboard. Papers turned in after the start of class will be considered late. Late assignments will be accepted up to 3 days beyond the due date with a 25% deduction in points (i.e., if the deadline is Sunday, work will be accepted through Wednesday). Late assignments must still be submitted on Blackboard.

Weekly Group Activities (6 activities, 5 points each = 30 points)

- Description – You will have one small group activity associated with each learning module. These will vary in type and length, but most will involve applying concepts or discussing interesting topics. Grading will be based on timeliness of responses, number of responses, and whether the content of the responses is substantive. Your responses should **add** to the topic. Statements of agreement often demonstrate a lack of substantive content and should be avoided. It can also helpful to include a citation in the form of an article, book or URL to support your comments or to direct peers to additional reading on the subject.
- Submitting Responses & Deadline - Each learning module will have instructions about how initial posts and responses will be submitted to your group (Discussion board, etc.). Your initial response to your group is due by 11:59 PM EST on the Wednesday of each week. You required replies to your group members are due by Sunday at 11:59 PM EST.

Weekly Individual Assignments (6 assignments, 5 points each = 30 points)

- Description - You will have one individual assignment associated with each learning module. These will vary in type and length, but most will involve practice or application of concepts from the module content. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.
- Submitting Assignments & Deadline – Each learning module will have an assignment dropbox where your individual assignment will be submitted. Each individual assignment must be submitted by 11:59 PM EST on the Wednesday of each week.

Course Topics/Schedule

Week and Topic	Dates	Required Reading
1: Foundations (Parts 1 & 2)	May 4 – May 10	Chapters 1, 2
2: Foundations (Part 3), RTI/MTSS, & Assessment	May 11 – May 17	Chapter 3 Posted pdf Review pp. 38-43
3: Early Childhood & Learning Problems	May 18 – May 24	Chapters 14 & 5
4: Intellectual Disabilities & Communication Disorders	May 25 – May 31	Chapters 4 & 8
5: Emotional Impairments & ADHD	June 1 – June 7	Chapter 6 & pp.359-367
6: ASD & Gifted/Talented	June 8 – June 14	Chapters 7 & 13
7: "Exam" Week	June 15 – June 17	None

Course Calendar

*Important Note: This calendar runs Monday – Sunday to correspond with the course’s weekly module schedule;
All times listed are for Eastern Standard Time (EST)*

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	May 4 Introduction Videos due by 11:59pm	May 5	May 6 Group Activity 1 Initial Post due 11:59pm Individual Assignment 1 due 11:59pm	May 7	May 8	May 9	May 10 Group Activity 1 Two Replies due 11:59pm Quiz 1 due 11:59pm
2	May 11	May 12	May 13 Group Activity 2 Initial Post due 11:59pm Individual Assignment 2 due 11:59pm	May 14	May 15	May 16	May 17 Group Decisions due 11:59pm Quiz 2 due 11:59pm
3	May 18 Submit Research Comparison article for approval via E-mail by 11:59pm	May 19	May 20 Group Activity 3 Initial Post due 11:59pm Individual Assignment 3 due 11:59pm	May 21	May 22	May 23	May 24 Group Activity 3 Two Replies due 11:59pm Quiz 3 due 11:59pm
4	May 25	May 26	May 27 Group Activity 4 Initial Post due 11:59pm Individual Assignment 4 due 11:59pm	May 28	May 29	May 30	May 31 Group Activity 4 Two Replies due 11:59pm Quiz 4 due 11:59pm
5	June 1 Research Comparison Paper due 11:59pm	June 2	June 3 Group Activity 5 Initial Post due 11:59pm Individual Assignment 5 due 11:59pm	June 4	June 5	June 6	June 7 Group Activity 5 Two Replies due 11:59pm Quiz 5 due 11:59pm
6	June 8	June 9	June 10 Group Activity 6 Initial Post due 11:59pm Individual Assignment 6 due 11:59pm	June 11	June 12	June 13	June 14 Group Activity 6 Two Replies due 11:59pm Quiz 6 due 11:59pm
7	June 15	June 16	June 17 Critical Issue Group Presentation due by 11:59pm				