Grand Valley State University
PSY 304: Psychology and Education of the Exceptional Child
Winter 2019

Instructor: Seema Mahdavi, Ph.D.   Course Time: Self-guided
                 Psychology Department   Course Location: Online
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Office Hours: By appointment - please email or call to arrange time
Prerequisites: PSY 101; PSY 301 or 364

Course Summary

Psychology 304 is a survey course in the broad field of exceptionality. This course will introduce 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, 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 applicable for all sections of this course, regardless of the assigned instructor. Upon completion of this course, you 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. The book can be bought or rented from the university bookstore (http://lakerstore.gvsu.edu/).
- Select 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 employs 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 the week. At a minimum, expect to spend four hours per week reviewing

lecture materials, reading, and completing activities and assignments. Instructional strategies include lecture slides, video, discussion, individual assignments, and group projects. **A detailed calendar is provided at the end of this course syllabus**.

You will be assigned a **working group** for the entire course. As a group, you will complete certain weekly activities and a group presentation on a given topic. I expect each student to be an active participant in their group, and you will be required to submit peer evaluations as part of some assignments. One of the benefits of an online class is that you can participate when it is convenient. Please realize that your group members are reading and responding to messages at different times. It is important that you check-in with your group and monitor Blackboard often to 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 for all of our course activity. Please refer to the technology requirements below. On Blackboard you will see that the course is organized into learning modules, each spanning two weeks. Each week you will have required readings, a video/lecture, and a small group discussion or activity. Every two weeks, at the end of a module, you will have an individual module quiz. In addition to weekly activities, you will write three short reflection papers, one research paper, and complete one group presentation over the course of the semester.

When you 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, you will access the areas called "Course Modules", "Discussion Boards", 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 can also work if you download the necessary app (Flipgrid)
- Microsoft Word

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.

To access Blackboard, go to https://mybb.gvsu.edu/ and enter your login and password. Check the current technical requirements to use Blackboard. 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 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' 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 (several 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.

Canceled Classes

If classes are canceled at the university, any exam or activity missed due to cancellation will take place at the next class meeting unless you are told otherwise.

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 including dismissal/failing the class. 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 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.

Class Participation & Professional Conduct

You are expected to check Blackboard every couple days for new announcements and postings for activities/discussion boards. Online courses require self-discipline, self- motivation, and the ability to work independently – more so than face-to-face on-campus classes. It is important that you keep in touch with me and with your fellow classmates in this course. 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, you must be professional in your electronic communications, including maintaining a professional attitude. While debate is encouraged, unprofessional behavior is not tolerated. Often times, words come across "more directly and harshly" in written form of communication, since there are no facial gestures, expression, 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.

<u>Coursework Requirements and Grading</u>

Coursework:	Points:	Grading Scale	
Reflections (3 total X 15 points each)	45	94 above	A
Module Quizzes (7 total x 20 points each)	140	90-93	A-
Group Prompt Summaries (7 total x 5 points each)	35	87-89	B+
Critical Issue Group Presentation	30	83-86	B
Research Summary Paper	30	80-82	B-
Total Points: 280		77-79	C+
		73-76	C
To calculate your final grade, add up the points you		70-72	C-
have earned (and those you expect to earn), divide by		67-69	D+
total points, multiply by 100, and compare to the grading scale.		60-66	D
		59 & below	F

*You can keep track of the points you have earned by looking on Blackboard. The grade on Blackboard is a running total of the points you have earned thus far. I will add points to your Blackboard grade as activities are completed throughout the semester.

Reflections (3 reflections, 15 points each = 45 points)
- *Description* - For each reflection, I will post a prompt on Blackboard which will be related to the readings and course material. The reflections will be evaluated on the basis of the rubric below.
- *Submitting Reflections* – Reflection papers MUST be <u>2-3 double-spaced pages and typed in 12-point Times New Roman font with 1-inch margins on all sides</u>. References should follow APA style, 6th edition. Due dates are listed below in the course schedule. Papers must be turned in as a Word document on Blackboard. 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 11:59PM). Late assignments must still be submitted on Blackboard.

Criteria	Achievement Level and Point Values				
	Poor/Missing	Weak	Fair	Good	Excellent

Identify and define 2-3 course concepts.	0	0.5	1	2	3
Illustrate each concept with specific examples	0	1	3	5	7
Discuss at least one scholarly reference to supplement your examples and response	0	0.5	1	2	3
Grammar and paper guidelines (APA-style, double-spaced, 1" margins, 12 pt. font)	0	.5	1	1.5	2
				Total=	/15

Module Quizzes (7 quizzes, 20 points each = 140 points)
- *Description* - Quizzes consist of twenty multiple choice or true/false questions drawn from the textbook, other readings, and lecture materials. Lecture material is meant to supplement your understanding of concepts presented in the textbook; therefore some questions on the exams will be drawn specifically from lectures, even if those concepts are not covered in your text. Quizzes may also 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 and can only be completed once. No study guide will be provided.
- *Make-up quizzes* – If you are ill or have an emergency, you must contact me before the quiz deadline. Depending on your situation, I reserve the right to decline a make-up quiz or provide you an extension to complete the quiz.

Group Prompt Summaries (7 prompts, 5 points each = 35 points)
- *Description* – For each module, a discussion prompt will be posted on Blackboard. You will be expected to discuss these prompts with your workgroup via video chat on Google Hangout or Panapto. Your workgroup will work with me to determine a consistent time to hold your video chats so that I can drop-in and join your discussion. Your group will nominate one person to be the "summary writer" and take notes while your group discusses the prompts. Each person in your workgroup must serve as "summary writer" at least one time. After discussing the prompts, the "summary writer" must post a summary of your groups discussion on the designated Discussion Board. Summaries must be at least one substantial paragraph in length per question. Due dates are listed below in the course schedule. The summaries will be evaluated on the basis of the rubric below. During the second week of each module, you are individually responsible for responding to at least two other group summaries with your thoughts or questions.
- *Submitting Assignments* – Due dates for your initial workgroup summary post, as well as your two individual replies are listed below in the course schedule. In general, your initial workgroup summary post is due by 11:59 PM EST of the first Sunday of the module. You must then reply to two posts by 11:59 PM EST of the second Sunday of the module.

Criteria	Achievement Level and Point Values				
	Poor/Missing	Weak	Fair	Good	Excellent

Identify and define 2-3 course concepts from the respective module in your prompts.	0	.5	1	1.5	2
Provide at least one specific example that your group discussed as related to the prompt topic or class material.	0	.5	1	1.5	2
Individual component: Respond to two other group summaries with thoughtful comments or questions	0	.25	.5	.75	1
				Total=	/5

Critical Issue Group Presentation (30 points)
- *Description* – The critical issue group presentation requires that your workgroup present on a critical issue in the field. I will assign critical issue topics for your workgroup. As a group, you will research your topic. You must identify and integrate at least two internet-based resources and two research articles on the topic. Together you will write a script for the presentation and record the presentation using Panopto (https://www.gvsu.edu/elearn/help/panopto-68.htm). More information about this assignment will be available on Blackboard.
- *Submitting Assignments* – One group member will be responsible for sharing the Panopto presentation on Blackboard. Group presentation due dates are listed on the course schedule below. Late assignments will NOT be accepted.

Research Summary Paper (30 points)
- *Description* – This paper will be a summary of a research study examining a classroom intervention for children with disabilities. You will be responsible for finding a research study that meets specific criteria. I anticipate this paper will be approximately 3-4 pages long. Further details about this paper will be available on Blackboard.
- *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. The paper must be turned in as a Word document on Blackboard. Papers turned in after the start of class will be considered late. Late assignments will NOT be accepted.

Course Schedule

Readings should be completed the day that the lecture topic begins unless otherwise noted. Please pay close attention to due dates. **<u>Schedule and due dates are subject to change.</u>**

01/07/2019	<u>Topic:</u> • Syllabus; Introduction Survey; Course Introduction	<u>Assignments due:</u> • Review course tour video • Post Introduction Video by 11:59 PM EST 1/13/2019
Module 1 01/14/2019	<u>Topic:</u> • Foundations Part 1 • Read Chapter 1-2	• Group Prompt Summary 1 by 11:59 PM EST 1/20/2019
01/22/2019 (Jan. 21 is MLK Jr. Day)	<u>Topic:</u> • Foundations Part 2 • Read Chapter 3	• Complete Module 1 Quiz by 11:59 PM EST 1/27/2019 • Prompt Summary responses by 11:59 PM EST 1/27/2019
Module 2 01/28/2019	<u>Topic:</u> • Assessment • PDF reading on Blackboard	• Group Prompt Summary 2 by 11:59 PM EST 02/03/2019
02/04/2019	<u>Topic:</u> • Intervention and Prevention Models (RTI/MTSS/PBIS) • PDF reading on Blackboard	• Complete Module 2 Quiz by 11:59 PM EST 02/10/2019 • Prompt Summary responses by 11:59 PM EST 02/10/2019 • Reflection #1 due by by 11:59 PM EST 02/10/2019
Module 3 02/11/2019	<u>Topic:</u> • Early Childhood Special Education • Read Ch. 14	• Critical Issue Presentation (Group 1) posted by 5:00 PM EST 02/11/2019 • Group Prompt Summary 3 by 11:59 PM EST 02/17/2019
02/18/2019	<u>Topic:</u> • Behavioral Problems and Emotional Impairment • Read Ch. 6	• Complete Module 3 Quiz by 11:59 PM EST 02/24/2019 • Prompt Summary responses by 11:59 PM EST 02/24/2019
Module 4 02/25/2019	<u>Topic:</u> • Specific Learning Disabilities • Read Ch. 5	• Critical Issue Presentation (Group 2) by 5:00 PM EST 02/25/2019 • Group Prompt Summary 4 by 11:59 PM EST 03/02/2019

Spring break: 03/03/2019 - 03/10/2019		
03/11/2019	Topic: • Review Week	• Complete Module 4 Quiz by 11:59 PM EST 03/17/2019 • Prompt Summary responses by 11:59 PM EST 03/17/2019 • Reflection #2 due by 11:59 PM EST 03/17/2019
Module 5 03/18/2019	Topic: • Intellectual Disabilities • Read Ch. 4	• Critical Issue Presentation (Group 3) by 5:00 PM EST 03/18/2019 • Group Prompt Summary 5 by 11:59 PM EST 03/24/2019
03/25/2019	Topic: • Attention Deficit/Hyperactivity Disorder (ADHD) • Read Ch. 11	• Complete Module 5 Quiz by 11:59 PM EST 03/31/2019 • Prompt Summary responses by 11:59 PM EST 03/31/2019
Module 6 04/01/2019	Topic: • Autism Spectrum Disorders (ASD) • Read Ch. 7	• Critical Issue Presentation (Group 4) by 5:00 PM EST 04/01/2019 • Group Prompt Summary 6 by 11:59 PM EST by 04/07/2019
04/08/2019	Topic: • Communication Disorders (Speech-Language Impairment) • Read Ch. 8	• Complete Module 6 Quiz by 11:59 PM EST 04/14/2019 • Prompt Summary responses by 11:59 PM EST 04/14/2019 • Reflection #3 due by 11:59 PM EST 04/14/2019
Module 7 04/15/2019	Topic: • Gifted and Talented Education • Read Ch. 13	• Group Prompt Summary 7 by 11:59 PM EST 04/21/2019
Final Week 04/22/2019	Topic: • Research Summary Paper Due by 11:59 PM EST 04/26/2019	• Complete Module 7 Quiz by 11:59 PM EST 04/26/2019 • Prompt Summary responses by 11:59 PM EST 04/26/2019