



**TEXT:**

Exceptional Children, 5th Edition, by Hallahan and Kauffman. (required)

Study Guide to accompany above text. Introduction to Special Education by Rathgerber & Rathgerber. (Optional)

**CLASS FORMAT:**

Classes will consist of lectures, films, activities discussions, and guest speakers.

**GRADING:**

Marks will be assigned for this course as follows:

- 10% in class writing assignment (A)
- 10% in class writing assignment (B)
- 20% research paper/presentation
- 25% mid-term exam
- 30% final exam
- 5% participation

**IN CLASS WRITING ASSIGNMENTS (10% x 2)**

Students will be given a portion of a class to prepare a well written concise paper on a specified topic. The topic will be given one week before the in-class writing assignment is scheduled. Students will be allowed to bring to class one loose leaf size sheet of paper, both sides may be used. Criteria for marking is as follows:

CONTENT:	/20
ORGANIZATION:	/5
SENTENCE STRUCTURE:	/5
VOCABULARY:	/5
CONVENTIONS (Length) (Spelling, punctuation, grammar)	/5
	/40

**Please refer to RP1100 marking key (attached) for additional information**

Writing Assignment A: September 27, 1993

Writing Assignment B: November 17, 1993

## RESEARCH PAPER/PRESENTATION (20%)

Each student will prepare a 1,000 word research paper based on the needs of an individual with a specific syndrome or category of disability. The paper will describe the etiology, range of effects, treatments, curriculum implication, instructional strategy implications, and controversial issues regarding the disability. The paper will be written in A.P.A. style.

As well, students will give a brief presentation on their papers to their classmates. A sign up sheet will be available. Criteria for marking is as follows:

CONTENT:	/20
Be sure to include:	
1. description of disability	
2. etiology	
3. range of effects	
4. treatment	
5. educational implications	
6. future issues or concerns	
7. support for important ideas from readings and other sources.	
ORGANIZATION	/5
SENTENCE STRUCTURE	/5
VOCABULARY	/5
CONVENTIONS	/5
Includes: spelling, punctuation, grammar, length and correct notation of sources	
	/40

If a student does not do a presentation, 10% will be subtracted from their mark. Please refer to RP1100 marking guide (attached) for further information.

**DUE DATE: December 8, 1993**

## MID TERM EXAM (25%)

This exam will cover chapters 1-5. Test questions will include multiple choice, true/false, fill-in-the-blank, short answer, and long answer.

**October 13, 1993**

## **FINAL EXAM (30%)**

This exam will cover chapters 6, 7, 8, 9, and 11. Test format will be the same as the mid term.

## **PARTICIPATION (5%)**

Attendance is part of participation. Based on data from previous courses there is a strong relationship between attendance and the final grade obtained in the course. Although attendance is not mandatory, it is strongly encouraged.

<b>GRADES</b>	9	90-100%
	8	80-89%
	7	72-79%
	6	65-71%
	5	57-64%
	4	50-56%
	3	45-49%
	2	26-44%
	1	0-25%

In order to obtain credit for this course, students must obtain a minimum of 65% or a 6.

## **CLASS OBJECTIVES:**

1. Students will identify major issues and themes in service delivery in relationship to persons with disabilities.
  2. Students will demonstrate a knowledge of etiology and terminology associated with the disabilities studied.
  3. Students will demonstrate a knowledge of possible physical and psychological characteristics of a person who has a certain disability.
  4. Students will recognize that the degree of disability is a relationship between one's special needs and access to those resources that meet those needs, e.g., social, educational, physical and family.
- \*\* Attainment of objectives will be determined by tests and assignments.