

EDUC 2301: Special Populations (Online Section)  
Fall 2021

*College Literacy and Education*  
*South Plains College*

***South Plains College Improves Each Student's Life***

Course Title: Introduction to the Teaching Profession  
EDUC 2301.C152 = Online (Blackboard)

**Instructor:** **Lori Satterwhite, M.Ed.**  
[lsatterwhite@southplainscollege.edu](mailto:lsatterwhite@southplainscollege.edu)

Office: 806-716-2237  
Library, Levelland, Office 312  
Office Hours: M - F 9:00 – 11:30 a.m. (Friday, by appointment only)  
T/TH 2:30 – 4:00 p.m.  
\*Virtual Office Hours by Appointment

**Observation Coordinator:** **Suzie Jameson**  
[observations@southplainscollege.edu](mailto:observations@southplainscollege.edu)  
Contact Mrs. Jameson through email



**General Course Information**

Course Description

***Pre-requisite: Completion of EDUC 1301 or approval of the Program Coordinator.***

This course offers 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 EC – 12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

**Credit:** 3 Lecture, 0 Lab

**Textbook:** Garguilo, Richard M., & Metcalf, Debbie (2017). *Teaching in today's inclusive classrooms: A Universal Design for learning approach*. Third edition. Boston: Cengage Learning. (ISBN # 978-1-305-50099-0)

**(Note: When you paid for this class, an ebook version of the textbook was included in the price of the course, so you do not need to buy this textbook. You will have access to it as soon as Blackboard opens.)**

Other Materials:

- Access to a computer (with internet access) & Blackboard

**TexBook Program: This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course.**

- **What is TexBook?** The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The fee for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition/fee payment.
- **How do I access my TexBook?** Your course material is in your Blackboard course from the first day of class. **You can find your textbook in the “Course Resources” tab of the main menu.** Access to your course material is provided either by RedShelf inside your Blackboard course. RedShelf (and many publisher’s) ebook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download up to 20% of the book for offline access.
- **Help with TexBook issues and support:** check with your professor and/or contact <https://solve.redshelf.com/hc/en-us/requests/new>
- **Opting out of TexBook:** Participating in TexBook is not mandatory, and you can choose to opt-out. However; by opting-out you will lose access to the course [textbook/digital content] and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the TexBook charge will be automatically refunded to your SPC account. **The opt-out deadline for Fall and Spring is the twelfth class day.**
- **\*Please consult with your professor before deciding to opt-out.**

If you still feel that you should purchase the course textbook/materials on your own, send an **opt-out email** to **tfewell4texasbookcompany@gmail.com**. Include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC Bookstore:

**Email:** tfewell@texasbook.com / **Phone:** 806-716-2399  
**Email:** agamble@texasbook.com / **Phone:** 806-716-4610

Student Learning Outcomes

Upon successful completion of this course, students will:

<b>Learning Outcome</b>	<b>Observable/Measurable Actions by Students</b>
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.	Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; interview; classroom observations/observation field notes; lesson plan design
Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; interview; classroom observations/observation field notes; lesson plan design
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-	Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; interview; classroom observations/observation field notes; lesson plan design

economic status on learning and creating equitable classrooms.	
Complete 16 hours of classroom observations, identifying ways in which the teachers are addressing the needs of the diverse learners in his/her classroom.	Classroom observations/observation field notes; final observation analysis essay

**Course Requirements:**

EDUC 2301, as the course title indicates, is an introduction to special populations with the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**



**Course Guidelines and Expectations**

Grading and Final Evaluations

Attendance/Participation/Discussion/Professionalism <ul style="list-style-type: none"> <li>Includes 1 Blackboard discussion, 1 Group discussion, 12 Feedback Fruits video discussions, 1 chapter discussion prep, &amp; End-of-Semester Reflection</li> </ul>	5%
Weekly Module Learning Activities & Quizzes <ul style="list-style-type: none"> <li>Includes 10 quizzes &amp; 10 weekly assignments</li> </ul>	35%
Interview/Transcript	10%
Lesson Plan Presentation	20%
4 Observation Field Notes	20%
Final Observation Analysis Paper	10%
Total	100%

*\*I reserve the right to make changes in grade calculations policies at my discretion.  
 \*Assignment instructions and rubrics for assignments will be handed out in class (and be available on Blackboard).*

**Grades are determined by the following scale:**

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

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to review your responses and the CORRECT RESPONSE after the due date.
- For all other submitted assignments, papers, and projects, my goal is to have them graded within two weeks of the due date. **NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."**
- Most MAJOR ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
  - **Please make sure that you submit a Microsoft WORD document.**
  - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
  - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment

name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.

- If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

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

### Instructional Delivery

- Instruction will be delivered ONLINE through Blackboard, demonstrations, discussions, group discussions, and guest speakers.
  - **NOTE:** As this is an ONLINE class, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
    - Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will NOT be able complete this course on your smartphone exclusively.**
    - Daily access to reliable internet connection—MySPC, Blackboard, SPC email, online textbook (if that is your choice)
      - *NOTE: The ONLINE 2301 section will use **Feedback Fruits** as a video discussion board in addition to the discussion board present in Blackboard. We will also use Feedback Fruits for your lesson plan presentation. I will add a link to Feedback Fruits in Blackboard.*
      - *We will also use other websites for activities and games.*
    - Knowledge of (and ability to work in) Microsoft Word. You need to know how to add tables and insert pictures and other graphics, etc.—*again, all SPC students have free access to Microsoft Office products.*
    - Knowledge of (and ability to work in) PowerPoint or Prezi.
    - **Please Note: Please do NOT save or submit assignments in Apple Pages!!! Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation.**

### Field Experience Component

- EDUC 2301, as the course title indicates, is an introduction to the special populations within the general education classroom and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check before attending any observations.**
- **For ALL Classroom Presentations & AAT Observations:** professional dress is required. Professional dress is considered a collared, button-down or golf shirt, Docker-style pants, slacks, skirts, or dresses. (Girls, if you wear a dress, it needs to be cut no shorter than just above the knee—NO MID-THIGH dresses are permitted). Professional dress does NOT include sun-dresses or shirts with spaghetti straps, hoodies, sweat pants, flip-flops, t-shirts, ball caps, blue jeans, colored jeans with holes, tennis shoes, shorts, miniskirts, or any other type of casual clothing for sports or leisure. Students failing to respect these rules will receive a zero "0" for the observation and assignment and will not be allowed to make it up.
- **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 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 include, but are 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...maintaining 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.

## **General Assignment Information**

- **Attendance/Participation/Discussion/Professionalism (5%)**

The following assignments are included in this portion of your grade: weekly Feedback Fruits discussions, participation in group discussions, completed observation verification forms, & conduct during classroom observations

- **Weekly Module Learning Activities & Quizzes (35%)**

Assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade.

- **Interview Transcript/Reflection (10%)**

Interview a parent or teacher of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).

- **Lesson Plan Presentation (20%)**

You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3<sup>rd</sup> grade English Language Arts (ELA) grammar unit. Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be passed out in class (or made available on Blackboard).

**\*PLEASE NOTE: Your EDUC 2301 Lesson must be a different lesson from the lesson you presented in EDUC 1301.**

- **Field Experience & Field Notes (20%)**

You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to turn in a signed (by school personnel) verification sheet to Mrs. Jameson at the conclusion of each observation. You will also need to take detailed field notes over each field experience. This process will be taught in class. Your field notes should provide demographic information about the campus/school district and classroom and should include a sketch of the classroom. Additionally, your field notes should address specific (given) questions. You will submit each of these field notes through Turnitin.com (links will be provided). Guidelines and a rubric for these field notes will be passed out in class (or made available on Blackboard). In order to submit your field notes, you must have turned in your verification sheets. Field notes are due within 2 weeks of your classroom observation date. If an emergency arises (or you wake up sick) and you must miss your observation, please contact Ms. Jameson by email ([observations@southplainscollege.edu](mailto:observations@southplainscollege.edu)) and by completing the Observation Absence form. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

***Please Note:*** *If students do not complete the required background check, observation paperwork sign up for observations by the given due dates, they cannot complete the observations and will be dropped from the class*

- **Final Observation Reflection Project (10%)**

This final observational analysis paper will count as your final in this class. Using your field notes, you will write a final analysis paper. In this paper, you will highlight three different concepts related to diversity in the classroom and planning instruction to suit the needs of your diverse students, citing examples and/or non-examples of each of these concepts from your observations. You will be expected to use correct APA

formatting and citations. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions, will be passed out in class (or made available on Blackboard).

**Student Responsibilities:** Students are expected to

1. “Attend class regularly” by logging into our Blackboard course on a regular basis.
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others, including wearing a mask to class and social distancing as much as possible.
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

## Institutional and Academic Policies

### Attendance

Instructors will follow the basic attendance policy that is outlined in the “Class Attendance” policies stated in the *SPC General Catalog*

**Online:** Students are expected to log into Blackboard on a daily basis. New modules will open each Saturday and close the following Friday. You may be dropped from the course with an “X” or an “F” if I believe the objectives of the course cannot be met due to your lack of participation in weekly discussions and timely submission of assignments. During the semester, we may need to schedule a few face-to-face (virtual) meetings. These meetings are **mandatory**. If an emergency prevents you from attending one of these meetings, you will need to contact the instructor ASAP.

### COVID-19

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

**If you happen to get COVID (or if you are directly exposed to it), please take the following steps:**

- Contact your professors and inform them as soon as possible.
- Contact DeEtte Edens, RN, BSN, [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.



### Academic Integrity/Plagiarism

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it. Plagiarism violations include, but are not limited to, the following:

1. Turning in essays or work that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

*If a student plagiarizes on an assignment, a failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a **teacher preparation program** and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.*

### **Student Code of Conduct Policy**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Diversity Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies and act as the Title IX Coordinator and the 504 Administrator:

Dr. Stan DeMerritt

Vice President for Student Affairs  
South Plains College – Student Services Building, Room 103  
1401 College Ave., Box 5  
Levelland, Texas 79336  
(806) 716-2360 [sdemerritt@southplainscollege.edu](mailto:sdemerritt@southplainscollege.edu)

### **DEFINITION OF TITLE IX**

Title IX is a Federal legislation that prohibits discrimination based on sex. That means, individuals are protected from sexual harassment, dating/domestic violence, sexual assault, and stalking. South Plains College is required to take action to stop misconduct, provide remedies, and prevent re-occurrence.

### **MANDATORY REPORTING**

**SOUTH PLAINS COLLEGE EMPLOYEES ARE MANDATORY REPORTERS.** Employees have an obligation to report all known incidents to Title IX administrators. The purpose is to get those impacted resources and support needed. The person involved (victim/complainant) still decides how to proceed after a report is made.

Texas Education Code §§ 51.255(a), (c); 19 Texas Admin. Code § 3.8 (per Texas Senate Bill 212, signed into law in 2019), adds penalties for failure to report, including being terminated from the college, possible criminal charges, and/or civil penalties.

ANONYMOUS REPORTS may be made using the online form linked above. Please note, filing a report anonymously may limit the College's ability to investigate the incident or provide resources to involved parties.

CONFIDENTIAL REPORTS may be made to Counselors in Student Health & Wellness (806-716-2529).

## HOW TO REPORT TITLE IX VIOLATIONS

**Online** - <http://www.southplainscollege.edu/about/campussafety/sah.php>

### **In Person** –

Stan DeMerritt, Ph.D.

Title IX Coordinator

Office of the Vice President for Student Affairs

1401 S. College Avenue, Box 5

Student Services Building Room 103

Levelland, TX 79336

(806) 716-2568 [complaints@southplainscollege.edu](mailto:complaints@southplainscollege.edu)

### **Deputy Title IX Coordinators**

Ms. Jeri Ann Dewbre, Director of Human Resources

Administration Building, Room 22

(806) 716-2111 [jdewbre@southplainscollege.edu](mailto:jdewbre@southplainscollege.edu)

Ms. Kara Martinez, Dean of the Reese Center

Reese Center Building 8

(806) 716-4700 [kmartinez@southplainscollege.edu](mailto:kmartinez@southplainscollege.edu)

Mr. Ben Alexander, Executive Director of the Lubbock Center

(806) 716-4608 [bealexander@southplainscollege.edu](mailto:bealexander@southplainscollege.edu)

Ms. Victoria Huffhines, Director of the Plainview Center

(806) 716-2301 [vhuffhines@southplainscollege.edu](mailto:vhuffhines@southplainscollege.edu)

### **If this is an emergency, please call 911!**

**For Immediate Help** - Contact South Plains College Police at 806-891-8883. Police can assist in beginning a criminal investigation, connecting you to Title IX personnel and resources, and coordinating emergency needs.

## RESOURCES

Resources are available to the person who reported or experienced an incident (the "Complainant"), the person named in the report (the "Respondent"), and when needed, witnesses or other parties involved in the report. Some available resources include:

- Counseling services
- Medical services
- Housing assistance (i.e. moving into a new Residence Hall)
- Academic assistance (such as notifying instructors of absences)
- Academic support services
- No contact orders
- Transportation options

## **DISABILITY SERVICES/SECTION 504 STATEMENT OF NON-DISCRIMINATION**

Specific procedures, including ADA/504 complaints, are outlined in the Student Guide at <http://catalog.southplainscollege.edu/content.php?catoid=53&navoid=1545>.

### **Accommodations**

I wish you success in EDUC 2301 at South Plains College. My role is to help you through this course and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, email, or come by my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning disability, you should visit the Office of Special Services within the Counseling Department (Reese—806-716-4675; SPC—806-716-2577)

### **PREGNANT/EXPECTING PARENTS**

Title IX protects students who are navigating pregnancy, childbirth, and related outcomes including partners. Visit <https://www.southplainscollege.edu/health/studenthealth.php> for more information or call 806-716-2529. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

### **Campus Concealed Carry**

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, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.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**

**Tutoring:** Dr. Gail Malone; Ms. Rebecca Grunder, 806-716-2538 or [rgrunder@southplainscollege.edu](mailto:rgrunder@southplainscollege.edu) ; or Dalila Gonzales, 806-716-2241 or [dgonzales@southplainscollege.edu](mailto: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. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

**\*\*\*We have WRITING CENTERS on the Levelland, Reese, and Lubbock campuses. Please make use of this resource.**

### **Advising & Testing**

Latha Tucker, 806-716-4606, [ltucker@southplainscollege.edu](mailto:ltucker@southplainscollege.edu). Students may contact the advising and testing center for information regarding TSI or other tests required by programs at SPC and/or advising services.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the College Literacy and Education 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 SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also 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—EDUC 2301 Fall 2021

*\*Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and/or in Blackboard.*

This is NOT a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday.** For specific due dates, please consult the Weekly Module Instructions.

Week 1: Aug. 30 – Sept. 3	Welcome to Class; Observation Information; Textbook & Syllabus Information Introduction, Pedagogy & Professional Responsibilities Standards, Technology Applications Standards, Differentiation, Being Culturally Sensitive <ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Reading Reflection</li> <li>• Introduction Video—Feedback Fruits</li> <li>• Background Checks</li> </ul>
Week 2: Sept. 6 – 10	Learning in the Field: Field notes and practice notes; Observation Reflection Papers Chapter 1: “Teaching in Today’s Inclusive Classrooms” <ul style="list-style-type: none"> <li>• Practice Field Notes</li> <li>• Written Discussion</li> <li>• Chapter 1 Quiz</li> </ul>
Week 3: Sept. 13 – 17	Designing Lesson Plans for the Inclusive Classroom Chapter 2: “Introducing Universal Design for Learning” & other lesson planning models <ul style="list-style-type: none"> <li>• Practice Lesson Plan</li> <li>• Feedback Fruits Discussion</li> </ul>
Week 4: Sept. 20 – 24	Differentiated Instruction Chapter 3: “Policies, Practices, Process for Special Education & Inclusive Education” <ul style="list-style-type: none"> <li>• Learning the Difference between Accommodations and Modification Activity</li> <li>• Teacher Input Form</li> <li>• Feedback Fruits Discussion</li> <li>• Chapter 3 Quiz</li> </ul>
Week 5: Sept. 27 – Oct. 1	Diversity in the Classroom Chapter 4: “Diversity in the Classroom: Learners with High-Incidence Disabilities” <ul style="list-style-type: none"> <li>• Feedback Fruits Discussion</li> <li>• Chapter 4 Quiz</li> </ul> <b>Interview Assignment DUE</b>
Week 6: Oct. 4 – 8	Diversity in the Classroom Chapter 5: “Diversity in the Classroom: Students with Low-Incidence Disabilities” <ul style="list-style-type: none"> <li>• Empathy Exercises</li> <li>• Class Blog Entry</li> <li>• Feedback Fruits Discussion</li> <li>• Chapter 5 Quiz</li> </ul>
Week 7: Oct. 11 – 15	Diversity in the Classroom Chapter 6: “Learners with Gifts and Talents, Learners Who are Culturally and Linguistically Diverse, & Other Learners at Risk

	<ul style="list-style-type: none"> <li>• Feedback Fruits Discussion</li> <li>• Gifted &amp; Talented Quiz</li> </ul>
Week 8: Oct. 18 – 22	Diversity in the Classroom Chapter 6: “...Learners Who are Culturally and Linguistically Diverse” (ESL) <ul style="list-style-type: none"> <li>• Empathy Exercise</li> <li>• Feedback Fruits Discussion</li> <li>• Chapter 6 Quiz—Culturally &amp; Linguistically Diverse Students</li> </ul>
Week 9: Oct. 25 – 29	Diversity in the Classroom Chapter 6: “...Other Learners at Risk” (LGBTQ & other at-risk students) <ul style="list-style-type: none"> <li>• Learning Activity (more information coming)</li> <li>• Chapter 6 Quiz—Other At-Risk Students</li> </ul>
Week 10: Nov. 1 – 5	Planning Instruction for All Learners Chapter 9: “Assessing & Evaluating Learner Progress” Chapter 10: “Selecting Instructional Strategies for Teaching All Learners” <ul style="list-style-type: none"> <li>• Feedback Fruits Discussion</li> <li>• Chapter 9 Quiz</li> <li>• Chapter 10 Quiz</li> </ul>
Week 11: Nov. 8 – 12	Planning Instruction for All Learners Chapter 7: “Collaboration & Cooperative Teaching: Tools for Teaching All Learners” <ul style="list-style-type: none"> <li>• Circle Discussion (Zoom)</li> <li>• Chapter 7 Quiz</li> </ul>
Week 12: Nov. 15 – 19	Planning Instruction for All Learners Chapter 12: “Assistive Technologies and Innovative Learning Tools” <ul style="list-style-type: none"> <li>• Complete IRISCENTER Module</li> <li>• Feedback Fruits Discussion</li> <li>• Chapter 12 Quiz</li> </ul>
Week 13: Nov. 22 - 26	Implementing Effective Instructional Practices for All Learners Chapter 11: “Selecting Behavioral Supports for All Learners” <ul style="list-style-type: none"> <li>• Problem Behavior Analysis</li> </ul> <b>Lesson Plan Presentations</b>
<b>THANKSGIVING BREAK, Nov. 24 – 28</b>	
Week 14: Nov. 29 – Dec. 3	Implementing Effective Instructional Practices for All Learners Chapter 14: “Developing an Understanding of Mathematics in All Learners” Chapter 15: “Teaching Critical Content in Science and Social Studies to All Learners” <b>Lesson Plan Presentations—in Feedback Fruits—Due Friday, Dec. 3, at 11:59 p.m.</b>
Week 15: Dec. 6 - 10	Work on Final Observation Analysis Paper <b>Final Observation Analysis Paper DUE MONDAY, Dec. 13, by 8:00 a.m.</b>
Week 16: Dec. 13 – 16	<b>Finals Week</b> End-of-Semester Reflections

**PLEASE NOTE:** Each set of field notes will be due by **midnight 2 weeks after your observation**. For example, if you observe on Friday, Sept. 10, your field notes will be due by midnight on Friday, Sept. 24.