

ESCI 4030/6030
Teaching Science to Students with Special Needs
Fall 2006

Time: Tuesdays, 5:00-7:45 PM
Place: Gwinnett University Center
Building A, Room 1780 GGC

Instructor: Dr. Jodi Wheeler-Toppen
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Office Hours: by appointment

Catalog Course Description: Basis and practice of modifying science programs/teaching for students with special education needs and introducing skills for modifying science programs/teaching strategies.

Course Objectives:

1. Understand legislation related to special education and the responsibilities of regular classroom teachers in implementing these laws.
2. Identify and explain key features in an Individualized Education Program (IEP) - This will include an overview of typical modifications included in these plans.
3. Identify and implement inclusive practices that foster the ability of all students to learn science.
4. Identify and implement practical, research-supported strategies to better meet the needs of students with special needs.
5. Explore strategies to develop successful partnerships with special education teachers.

Textbook and Readings:

Vaughn, S., Bos, C., & Schumm, J.S. (2007). Teaching students who are exceptional, diverse, and at risk in the general education classroom. (4th edition). Boston: Allyn and Bacon. ISBN: 0-205-40773-0

Additional readings may be required. These will be handed out to you in class or made available through an Internet Site.

Attendance and Punctuality: Professionalism is a very important aspect of teacher preparation. In this class, you are expected to be present and punctual for each class. If you must miss a class, please contact me via email prior to the class. Each student is allowed one absence with no penalty. Missing more than one class will result in a loss of points from your participation grade. Habitual tardiness (3 or more) will also result in a deduction in points from your participation grade.

Late/Remedial Work Policy:

All work should be submitted on the date that it is due. Unless arrangements are made with the instructor prior to the due date, late work will be penalized with point deductions.

Summary of Assignments:

Assignment	Due Date	% of Grade	Total Points Available
Participation/Class Attendance	N/A	10	20
Responses to Questions/Short Writings/ In-class Assessments	Varies	5	10
Proposal for Service Learning Project	September 19	0	0
IEP Project	September 26	15	30
Rough Draft of Retooling Project	October 24	0	0
Retooling Project	November 7	25	50
Service Learning Project	November 28	15	30
Take Home Final	December 12	15	30
Classroom Presentation	Varies	15	30
Total		100	200

Grades: A= 90-100; B= 80-89; C= 70-79; D= 60-69

Description of Major Assignments:

1. Responses to Questions/Short Writings/In-class Assessments-Throughout the course of the semester, you may be asked to write short responses to topics or readings from class. There may also be in-class assessments related to readings or course assignments.

2. IEP Project- The purpose of this project is to help you become familiar with Individualized Instruction Plans (IEPs). The goal is for you to understand the process, the responsibilities of the general classroom teacher in implementing the IEP, and typical modifications that are often recommended. You will interview a practicing special education teacher and summarize the main points of the conversation in a reflective essay. Please see the rubric for further details about the project. It is due on September 26.

3. Retooling Project (activity and assessment)-The purpose of this project is to help you modify a current lesson and assessment in your teaching to better meet the needs of special education students. You will base your modifications on readings from our class. You will receive a rubric with further details. A rough draft of this project will be due on October 24, and the final will be due November 7.

4. Service Learning Project- The purpose of this project is to allow you the opportunity to gain real world experience working one-on-one or with a small group of special needs students. You will choose a school or community setting and arrange to spend 10 hours of time there over the course of the semester. You can work in after school programs, volunteer in the classroom of a special ed. teacher, devote time to Special Olympics, or work in any other situation where you have the opportunity to interact directly with special needs students. You may not choose to tutor your own family member and expect full credit. There will be a rubric with further details related to the project. You must turn in a proposal for

your project by September 19. The final project is due on November 28.

5. Classroom Presentation- The purpose of the classroom presentation project is for you to build your own understanding of the characteristics of special needs students. You will present information about one group of learners with special needs. The chapters that you may choose from are listed in the course calendar chart with an asterisk. The presentation will consist of four components (1) a teaching component in which you present material from the chapter in any format you see fit. You have a maximum of 20 minutes for this section of the presentation. (2) A science activity retooled for your topic. You can use any modifications discussed in class or others that you find from different sources. (3) A written handout for your classmates that provides a summary of the information in your presentation. (4) Some type of in class or take home assessment to gauge your classmates understanding of the topic. This does not have to be written, but can be, and can follow any format that you choose. A rubric with more detailed information will be provided. Your presentation is due on the day that your group of learners will be covered in class.

Note: All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Topics/ Reading Assignment	Assignment Due
August 22	Introduction: no assignment	
August 29	-Chapter 1: Special education and inclusive schooling	(sign up for classroom presentations)
September 5	-Chapter 2: Collaborating and coordinating with other professionals and family	
September 12	-Chapter 3: Learners with learning disabilities or ADHD	
September 19	-Planning (p. 211-219; 446-448) -Critical issues in content area teaching (p. 426-431)	Proposal for Service Learning Project
September 26	*Learners with special gifts (p. 305-326) -Assessment (p. 448-450; 476-482)	IEP Projects
October 3	-Chapter 11: Learners who are culturally and linguistically diverse -Learners who are at risk (p. 294-305)	
October 10	*Learners with physical disabilities, health disabilities, and brain injury (p. 195-207) -Content area instruction (p. 432-439)	
October 17	*Chapter 4: Learners with communication disorders -Reading in the content area (p. 440-445)	
October 24	*Chapter 5: Learners with emotional and behavioral disorders -Discussion of retooling projects	Rough Draft of Retooling project
October 31	*Chapter 6: Learners with autism/ PDD -Grouping (p. 220-231)	
November 7	*Chapter 7: Learners with developmental disabilities -TBA	Retooling Project Due
November 14	*Learners with vision problems and/or hearing loss (p. 186-197) -TBA	
November 21	-Chapter 17: Developing independence in learning	
November 28	-Presentation of Service Learning Projects -TBA	Service Learning Project
December 5	No class: University runs on Thursday schedule	
December 12; 5 p.m.	(no class)	Take home final due