

ESCI 4030/6030
Teaching Science to Students with Special Needs
Fall 2004

Time: Tuesdays, 5:00-7:45 PM
Place: Gwinnett University Center
Building A, Room 1360

Instructor: Dr. Leslie Upson
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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:

Hallahan, D. P. & Kauffman, J. M. (2003). *Exceptional learners: Introduction to special education* (9th edition). Boston, MA: Pearson.

A few additional readings will be required. These will be handed out to you in class or made available through Web-CT or 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
Responses to Questions/Short Writings/In-class Assessments	Varies	5	10
Participation/Class Attendance	N/A	10	20
Proposal for Service Learning Project	September 14	0	0
IEP Project	September 21	15	30
Retooled Activity and Retooled Assessment Project	October 12	15	30
Service Learning Project	November 30	20	40
Classroom Presentation	Varies	20	40
Take Home Final	December 15	15	30
Total		100%	200 points

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 21**.
3. **Retooled Activity and Retooled Assessment Project**-The purpose of this project is to help you modify a current activity and assessment in your teaching to better meet the needs of special education students. You will base your modifications on readings from our class. Please see the list of readings for September 28. These works can serve as a guide and source of ideas. You will receive a rubric with further details. This project will be due on **October 12**.

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 15 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 14**. The final project is due on **November 30**.

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 work with a team to present one of the chapters from the book. 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 chapter is due on the day that it will be covered in class.

Course Calendar, Readings, and Due Dates

Date	Topic/Reading Assignment	Assignment Due
August 24	Introduction-No Assignment	
August 31	Chapter 1: Exceptionality and Special Education	
September 7	Chapter 2: Current Trends and Issues	
September 14	Partnerships with Special Ed. Teachers -Understanding Coteaching Components (handout) -Consulting Teacher-to-Teacher (Handout)	Proposal for Service Learning Project
September 21	Chapter 5: Learners with Learning Disabilities	IEP Project
September 28	Learning Disabilities Cont. Reading Assignment: -Modifying Science Instruction (Handout) -Basic Guidelines for Retooling Science Activities (Handout) -Basic Guidelines for Retooling Science Assessments (Handout) -Consistent, Coherent, Creative: The 3 Cs of Graphic Organizers	
October 5	Chapter 6: Learners with ADHD	
October 12	Chapter 3: Multicultural and Bilingual Aspects of Special Education	Retooled Activity and Retooled Assessment Project
October 19*	Chapter 4: Learners with Mental Retardation	
October 26*	Chapter 7: Learners with Emotional or Behavioral Disorders	
November 2 *	Chapter 8: Learners with Communication Disorders	
November 9 *	Chapter 9: Learners who are Deaf Chapter 10: Learners with Blindness or Low Vision	
November 16 *	Chapter 11: Learners with Low Incidence... Chapter 12: Learners with Physical Disabilities	
November 23	No Class-Time to Work on Individual Projects	
November 30 *	Chapter 13: Learners with Special Gifts and Talents	Service Learning Project
December 7	No Class: University will Operate on a Friday Schedule	
December 15		Final Exam Due

Due Date for Classroom Presentation Depends on Chapter Assigned

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.