

ESCI 4030/6030
Science for Exceptional Learners
Syllabus

Time: Thursday 4:40-7:40
Place: Room 215 Aderhold Hall
Instructors: Dr. Joseph P. Riley Dr. Carolyn Wallace
212 Aderhold Hall 212 Aderhold Hall
542-1763 (office) 542-1763 (office)
email: jriley@uga.edu email:
wallacec@uga.edu
Office hours: by appointment

Course Overview

This course is designed to assist teachers of science identify and implement strategies that will maximize science experiences for students who have special learning needs. The course emphasizes the needs of exceptional learners in constructing science knowledge.

Textbook: AExceptional Learners: Introduction to Special Education@ 8ed.
Daniel P. Hallahan and James M. Kauffman
There will be additional required and supplemental reading through out the course that will focus specifically on science education and the exceptional learner.
Text Website www.abacon.com

Class Schedule

January 9, 2003
Introduction

January 16 Current Trends and Issues

January 23 Current Trends and Issues (Chapter 2)

January 30 Websites assignment

February 6 Multicultural and Bilingual Aspects of Special
Education
(Chapter 3)

February 13 Emotional or Behavioral Disorders (chapter 7)
Kerrie Anne &
Kristen Reed

February 20 Mental Retardation (Chapter 4)

February 27 Hearing Disorders (Chapter 9) Kiyra Holt and
Richard Garland

March 6 Midterm

March 13 Visual Impairment (Chapter 10) Jennifer Anderson
and Laura Roberts

March 20 Spring Break

March 27 Giftedness (Chapter 12) Kerrie Hair & James Holden

April 3 Physical Disabilities (Chapter 11) Elizabeth & John

April 10 Attention Deficit (Chpt.6) Mark Murphy & Billy
Decker

Learning Disabilities (Chapter 5) Kristen Carter &
Samone Robinson

Academic Community Learning Projects (tentative)

April 17 Autism Andrea Schneider

Parents and Families (Chapter 13)

Academic Community Learning Projects

April 24 Final

Class Assignments

Prepare an IEP	5%	
Retool a Science Activity		5%
Retool a Science Assessment	5%	
Mid term	15%	
Plan and Conduct a Classroom Presentation		15%

Attendance and Participation in Class (Readings, Discussions)
10 %

Community Learning Project (Journal or portfolio) 25%
Final 15%

Attendance 5%

Since many of the topics presented during the semester will be illustrated and discussed during class, it is important that you attend every class session. If you must be absent, please see me when you return. Being tardy is a class disruption as well as a disadvantage for you. School administrators are seldom understanding about teachers who are tardy. Now is the time in your professional development to work on your quality of promptness. If you have a problem with being absent or tardy, please see me. If you arrive late, see me so that you are not marked absent.

Plan and Conduct a Classroom Presentation

You will work in groups of two to plan and present an overview of one of the topics covered in our text. The presentation should be from 45 to 75 minutes long and include the following three parts.

1. Plan and present a presentation on a chapter topic. Look for creative

ways of presenting these topics. You don't have to cover the whole

chapter. Submit the written plan one week before you plan to present it. (Group grade)

2. As part of this presentation conduct a classroom science activity

modified for the type of learner you have identified. Each individual will submit a one-page science activity although there may be only time

for one or two activities to be presented in class. A one-page

description of the activity should be prepared for each member in the class. (A format will be provided) (Individual grade)

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