

ESCI 4030/6030
Science for Exceptional Learners

Time: Mondays, 4:40-7:40 p.m.
Place: Room 220 Aderhold Hall
Semester: Spring, 2004

Instructor: Dr. Carolyn Wallace
Office: 212J Aderhold Hall
Phone: (706) 542-1763
e-mail: wallacec@uga.edu
Office hours: by appointment

Course Description

This course is designed to assist preservice and inservice science teachers 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.

Focus Questions

- ✓ What are the characteristics of students with special needs in the science classroom?
- ✓ What are the legal responsibilities of science teachers with regard to special needs students?
- ✓ What strategies can be used to plan for, teach, and evaluate special needs students?
- ✓ How can science teachers develop their communication skills with special needs students?

Course Objectives

1. Construct and apply meanings for concepts central to special education in general and legislation relating to special education.
2. Construct and apply meanings for concepts related to various domains of special education including current trends and issues, multicultural and bilingual education, mental retardation, learning disabilities, attention deficit disorder, emotional disorder, communication disorders, deafness, blindness, physical disabilities, and giftedness.
3. Identify and explain key features of an Individualized Education Program (IEP).
4. Design a retooled science activity and science assessment.
5. Conduct an in-depth service learning experience and reflect on it meaningfully.

Textbook and Readings

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

A few additional readings will be required. These will be made available to you to copy in a folder in the OIT.

Class Schedule and Reading Assignments

January 12- Reading:	Introduction none
January 19-	No class, Dr. Martin Luther King Holiday
January 26- Reading:	Current trends and issues Chapters 1 and 2
February 2- Reading:	Encountering special needs students in the classroom; implementation strategies Papers in the OIT, Day and Night with Jason; Modifying Science Instruction, and Retooling Materials. You need to turn in a topic and partners for your class presentation today.
February 9- Reading:	Multicultural and bilingual- Dr. Wallace Chapter 3
February 16- Reading:	Off campus alternative activity For your own topic
February 23- Reading:	Guest speakers on various topics None
March 1- Reading:	Mental retardation, IEP's Chapter 4. You need to turn in a plan for your service learning project today.
March 8-	No class, university spring break
March 15- Reading:	Learning disabilities Chapter 5
March 22- Reading:	Attention Deficit Disorder Chapter 6
March 29- Reading:	Emotional or behavioral disorders, teacher beliefs Chapter 7, Paper in the OIT on teacher beliefs
April 5- Reading:	Communication disorders; deafness Chapter 8, Chapter 9
April 12- Reading:	Blindness Chapter 10
April 19-	Physical disabilities

Reading: Chapter 12

April 26- Giftedness, Sharing about service learning
Reading: Chapter 13

April 29- Off campus alternative activity

May 3- Take home final exam due by 7:40 p.m.

Course Requirements- Summary

Attendance, punctuality, and class participation	10% (20 pts.)
Retooled activity and retooled assessment project	10% (20 pts.)
IEP project	15% (30 pts.)
Classroom presentation	25% (50 pts.)
Service learning project	25% (50 pts.)
Take home final (essay)	15% (30 pts.)
Total	100% (200 pts.)

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

Course Requirements- Description

1. Attendance, punctuality, and participation- Professionalism is a very important aspect of teacher preparation. Every student will be eligible to receive 20 pts. for attendance, punctuality, and participation upon satisfactory completion. Five points will be awarded for class participation at the discretion of the instructor. Ten points will awarded for attendance. Each student will be allowed one unexcused absence. Each unexcused absence after this will result in the deduction of 5 pts., up to 10 pts. If a student misses more than 3 classes unexcused, he or she may be dropped from the course. Excused absences are those accompanied by documentation from a doctor's office either for yourself or a sick child. Please give your documentation to the instructor and inquire what you can do to make up the class. Other forms of excused absence may be discussed with the instructor. Five pts. will be awarded for punctuality. Unless you have a special situation (late school dismissal), you will be expected to be on time to each class. After two tardies, 5 points will be deducted from your grade.
2. Retooled activity and assessment project.- The purpose of this project is to evaluate your ability to design science activities and assessments that are accessible to students with special needs. You will choose a particular science unit (genetics, chemical bonding, motion, etc.) and retool one activity and one

- assessment for that unit. There will be a separate handout with details and a grading rubric for this project handed out in class. **Due March 1.**
3. IEP project- The purpose of this project is to familiarize you with an Individual Education Program. We will discuss formats and characteristics of an IEP in class. For the project, you will interview either a science teacher, or a special education about constructing an IEP, and write a reflective and informational essay about the IEP process. There will be a separate handout with details and a grading rubric for this project handed out in class. **Due March 29.**
 4. Class presentation- The purpose of the class presentation project is for you to construct your own understanding of the characteristics of special needs students. You will work with a team to present a special needs chapter. The presentation will consist of three basic components: (a) an oral component in which you use lecture, discussion, or small group work to convey the main concepts on your topic; (b) a science activity specifically retooled for your topic; and (c) a written handout for the class that includes key objectives and terms for your topic, a resource list, and a written copy of your activity. Your total presentation and activity should last between 75 and 90 minutes. There will be a separate handout with details and a grading rubric for this project handed out in class. **Due according to the schedule.**
 5. Service learning project- Through the service learning project, you will be able to work hands-on with one or more special needs students. You will identify an organization in the community with whom you will volunteer to work at least 15 hours. Some examples are tutoring at the Garnett Ridge Center (bilingual); participating in blind softball teams; volunteering time in a special ed resource room, and working with the Gentlemen on the Move program. You will keep a journal of what you are learning through this experience. There will be a separate handout with details and a grading rubric for this project handed out in class. **Due April 26.**
 6. Take home final- There will be a written take home final in the form of application essay questions. There will be a separate handout with details and a grading rubric for this project handed out in class. If you are due the day the take-home final is due, please turn it in to me no later than 5:00 p. m. on May 6. **Due May 3.**

Note: This syllabus is tentative. Changes may be necessary. All University policies on plagiarism and cheating will be enforced in this class.