

**ESCI 6030**  
**Teaching Science to Students with Special Needs**  
**Fall 2008**

Time: Tuesdays, 5:00-7:45 PM  
Place: UGA at Gwinnett  
Room 118

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:**

Hallahan, D. P. & Kauffman, J. M. (2006). *Exceptional learners: Introduction to special education* (10<sup>th</sup> edition). Boston, MA: Pearson. ISBN-10: 0205444210

Additional readings will be required. These will be handed out in class or made available through WebCT.

**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	15	30
Quick writes/ In-class Assessments/ other	Varies	5	10
Proposal for Service Learning Project	September 16	0	0
IEP Project	September 23	15	30
Rough Draft of Retooling Project	October 28	0	0
Modified Lesson Project	November 18	25	50
Service Learning Project	November 25	15	30
Take Home Final	December 12	10	20
Classroom Presentation	Varies	15	30
Total		100	200

**Grading:** 100-90 A; 89-80 B; 79-75 C; 75-70 D; 69 and below F; I reserve the right to assign plus and minus grades to students who are within 2 points of the extremes of each grade range.

### Brief Description of Major Assignments:

**1. Quick Writes/In-class Assessments/Other-**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. This category also includes turning in the rough draft of your final project and service learning proposal.

**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 23.

**3. Modified Lesson Project** -The purpose of this project is to help you create a lesson or modify a current lesson that can meet the needs of a diverse classroom of learners. You will define objectives, create a plan, and provide an informal assessment based on modifications discussed in our class. You will receive a rubric with further details. A rough draft of this project will be due on October 28, and the final will be due November 18.

**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 16. The final project is due on December 2.

**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. 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. I take this very seriously and expect you to as well. A statement of the university’s policy can be found here: <http://www.uga.edu/ovpi/honesty/ah.pdf>

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

<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignment Due</b>
August 19	Introduction		
August 26	-History and legislation, IEPs - Collaborating with parents and specialists	p. 4-23; 54-58; 74-76	(sign up for classroom presentations)
September 2	-Writing goals and objectives -Modifying inquiry labs	p. 30-35 webct file	
September 9	-Intro. to the learning cycle -designing explorations	p. 105-129	
September 16	-Learners with LD - Assessment	Chapter 6 & p. 58-63	Proposal for Service Learning Project
September 23	-Learners with ADHD* - Direct Instruction	Chapter 7	IEP Projects
September 30	- Learners who are culturally diverse -Learners who are at risk	webct file	
October 7	-Learners with physical and health disabilities* -Science Reading Skills	Chapter 14	
October 14	-Learners with communication disorders* -ESOL/ LEP	Chapter 9	
October 21	-Learners with emotional and behavioral disorders: Guest Speaker -Learners with special gifts*	p. 245 & 258 Chapter 15	
October 28	-Learners on the autistic spectrum* - Project workshop	Chapter 12	Rough Draft of Modified Lesson Project
November 4	-Learners with mental retardation* - Cooperative learning	Chapter 5	
November 11	-Learners with hearing loss* - Learners with low or no vision*	Chapter 10 and 11	
November 18	-Developing independence in learning -Improving testing and review	TBA	Modified Lesson Project Due
November 25	No class (Thanksgiving Break November 24-28)		
December 2	-Presentation of Service Learning Projects -TBA	TBA	Service Learning Project
December 9	No class: University runs on Friday schedule		
December 12	5 p.m. (no class)		Take home final due

\*Indicates possible topic for presentations.