

University of Guelph
College of Social and Applied Human Sciences
Department of Family Relations and Applied Nutrition

FRHD*2110: Exceptional Child and Youth
Winter 2014 Course Syllabus

Instructor: Taniesha Burke, M.Sc.
Email: burket@uoguelph.ca
Office: Macdonald Institute 127
Telephone: (519) 824-4120 Ext. 56382
Office hours: By appointment only

Teaching Assistant: Krista Westfall
Email: kwestfal@uoguelph.ca
Office: MINS 117B
Telephone: 519-824-4120. Ext. 56987
Office hours: By appointment only

Class Meeting Times:
Mondays, Wednesdays, and Fridays, 9:30 a.m.-10:20 a.m.
Please note that there are no seminar or lab components in this course

Class location: MACN113

Course Description:
This course provides an overview of childhood and youth exceptionalities including intellectual differences, communication disorders, sensory impairment, developmental and behavioural disorders, as well as health problems. Issues faced by exceptional children and youth, in addition to their parents and siblings are discussed. This is a required course for students in the Child, Youth and Family major and Child, Youth, and Family Co-op major.

Credit Weight: 0.5

Prerequisite Courses:
FRHD*1020, [2 of FRHD*2260, FRHD*2280, (FRHD*2270 or PSYCH*2450)].

Course Restrictions: Equate: CSTU*2110

Corequisites: None

Required Textbook:
Hallahan, D.P., Kauffman, J.M., McIntyre, L.J., & Mykota, D. (2010). *Exceptional learners: An introduction to special education*. Canadian Edition. Toronto, ON: Pearson Education

The textbook can be purchased at the University of Guelph bookstore and at the Guelph Campus Co-op Bookstore. The textbook will be placed at the Library on 2-hour reserve.

Course Learning Outcomes:

This course will be taught using a learner-centred approach, which places greater responsibility on the learner for his own-learning. By the end of this course, you should be able to:

- Define and explain key concepts and legislature related to the fields of exceptionality and special education
- Compare and contrast exceptionalities that affects children and youth
- Outline important aspects of multicultural and bilingual features of exceptionalities
- Explain the five significant issues faced by parents and siblings of children and youth with exceptionalities
- Identify theories, research, and diagnostic features associated with various intellectual, learning, behavioural, emotional, communication, physical, pervasive and health exceptionalities
- Critically reflect on the course content and how it impacted your assumptions and beliefs about children and youth with exceptionalities
- Apply course content in personal, volunteer and work settings that involves children and youth with exceptionalities

Method of Delivery

- Interactive lectures and discussion
- Course textbook reading assignments
- Audio visual presentation
- Online group discussions
- Invited guest speakers

Evaluation and Due Dates

This course is comprised of three 50-min weekly lectures that will include content from the textbook, highlights from current research, and incorporate elements of exceptionalities from the media (e.g. movies/audio clips). Lectures and discussions will be interactive and create an opportunity for you to explore your attitudes and understanding about exceptionalities and also learn about the perspectives of your peers in the class. Students will be evaluated in this course through the following:

Online discussions	Weekly	15%
Mid-term exam 1	February 14 th	20%
Mid-term exam 2	March 21 st	20%
Reflection Paper	March 28 th	10%
Final Exam	April 21 st	35%
Total		100%

Weekly Online Discussions (15%)

Students will be required to actively engage in online discussions by answering questions relating to weekly topic and commenting on their classmates' posts. Students will be graded for at least 6 of their discussions. Students will be given a maximum of 2.5% per discussion. Students will need to post for at least 6 discussions. A maximum grade of 15% will be given, so if students score low (1.25%) for one discussion, they will be given the opportunity to do 7 discussions or more. Students are required to post their responses for the discussion questions by 11:59 pm by the Sunday of each week. Grades will be posted on the Friday of each week. **Week 1 discussion responses are due Sunday January 12th, 2014 by 11:59 pm.**

Mid-term Exams (20% each)

Two in-class 50-minute midterm examinations will be held. The first midterm will occur on **February 14th, 2014** and it will cover all lectures and textbook contents between January 6th and February 7th. The second midterm will take place **March 21st** and will cover all lecture content between February 10th and March 14th. The format for both midterm exams will be multiple choice and true/false questions.

Reflective paper (10%)

The deadline for submission is **Wednesday March 26, 2013 by 11:59 p.m. via dropbox only**. Late submissions will attract a 1% deduction for each day. Papers submitted after March 31st, 2014 will not be marked. The purpose of the reflection paper is for you to explore one of the exceptionalities experienced by children and youth discussed in this course. You are required to connect it to your personal experiences interacting with a child/youth with the exceptionality and/or previous perception you had of them. Also you will include how the course may have changed your opinion and/or prepared you to work and interact with exceptional individuals.

Final Examination (35%)

The date and time of the final examination is **Monday April 21, 2014, 7pm-9pm**. The location will be announced during the semester. The format will be strictly multiple choice and true/false questions and will cover both textbook and lecture materials from the **ENTIRE SEMESTER**. It is the student's responsibility to ensure that they do not have a time conflict with examinations in other courses. Students are not allowed to enrol in this course if they have a time conflict with another course.

Drop Date:

The last date to drop one-semester courses, without academic penalty, is **Friday, March 7th, 2013**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Correspondence

- As per university regulations, you are required to check your @uoguelph.ca email account regularly. Email is the official method of communication between the University of Guelph and its students
- I appreciate you using respectful language in your email messages to me as well as the teaching assistant. Greetings like "what's up" or "hey you" are unprofessional. Please put FRHD*2110 in the subject line.
- I am available for inquiries outside class time via email on weekdays. I will respond to your email within 48 hours between Mondays and Fridays, 8:30 a.m.-5 p.m.

When you cannot meet course requirements

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor in writing with name, address and email contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later.

Note: 1) appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. For further information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Your responsibilities

- I expect you to be an active learner in this course. To that end, I expect that you read and understand the course outline, complete weekly online discussion activities, weekly readings and participate in class discussions
- Be respectful of other students
- Come to class on time and stay until class ends
- Check the course website 48 hours before the commencement of class for important announcements
- Within 2 weeks of grade posting, check the course website and email the instructor to question any grades or to correct any potential errors
- Use the course website to communicate with other students and course instructor
- Complete all assignments with integrity

My responsibilities

- Be prepared for every class
- Create a course curriculum that exposes students to all major exceptionalities faced by children and youth
- Be available to communicate with students about course content and assignments
- Respond to emails within 48 hours Mondays- Fridays

Academic Misconduct

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. Please consult the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> for offences, penalties, and procedures relating to academic misconduct.

Disabilities Statement

If you are a student who will need academic accommodations due to a disability, register with the Center for Students with Disabilities at the University Centre, 3rd Floor or call 519-8/24-4120, ext. 56208 or 519-837-0993. The Center will authorize accommodations for students with disabilities.

Recording of Materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Class schedule

Date	Topic	Textbook Readings
Week 1, January 6, 8, 10	Exceptionality and Special Education	Chapter 1
Week 2, January 13,15, 17	Current trends and Issues Multicultural and Bilingual Aspects of Special Education	Chapters 2 and 3
Week 3 January 20, 22, 24	Parents and Families	Chapter 4
Week 4, January 27, 29, 31	Learners with Intellectual Disabilities	Chapter 5
Week 5 February 3, 5, 7	Learners with Learning Disabilities	Chapter 6
Week 6 February 10, 12, 14	Learners with Attention Deficit Disorder Midterm Exam #1	Chapter 7
Week 7	WINTER BREAK	NO CLASSES SCHEDULED
Week 8 February 24, 26, 28	Learners with Emotional or Behavioural Disorders	Chapter 8
Week 9 March 3, 5, 7	Learners with Communication Disorders	Chapter 9
Week 10 March 10, 12, 14	Learners who are deaf or Hard of Hearing Learners with Blindness or Low Vision	Chapters 10 and 11
Week 11 March 17, 19, 21	Learners with Autism Spectrum Disorders MID-TERM Exam #2	Chapter 12
Week 12 March 24, 26, 28	Learners with Low-Incidence, Multiple, and Severe Exceptionalities Learners with Physical Disabilities and other Impairments Reflection Paper Due	Chapter 13 and 14 Specially Invited Guest: <i>Cerebral Palsy Experience</i>
Week 13 March 31, April 2, 4	Learners with Special Gifts and Talents	Chapter 15

Note:

The above weekly course schedule is tentative. The schedule for the topics may change. A concerted effort will be made to follow the above schedule. However, due to various unknown factors there may be changes. Any changes will be announced during lecture periods and an announcement will be posted on D2L Courselink website.