

**California State University, Fresno**  
**Department of Communicative Disorders and Deaf Studies**

**CDDS 114**

**Education of Exceptional Children**

**Course Description:**

This 3-unit course will familiarize you with the characteristics of exceptional children, diagnostic and instructional programs, legal and certification issues, and will include observations. Class content will focus on educational, psychological, physical, emotional, and medical aspects of exceptionality. In addition to lectures, the course will include guest speakers, videotapes, and required field trips. Prerequisites: none

**Course Objectives**

Describe the components of an Individualized Education Plan (IEP).  
 Define terms used in assessment and services provided by the Individuals with Disabilities Education Act (IDEA).

Compare services provided for exceptional children in early intervention programs, school programs and adult programs.

Identify how language diversity and cultural diversity influence assessment and services provided.

Describe characteristics associated with specific disabilities and list current prevalence data

Outline common services and interventions

Identify genetic and acquired causes of exceptionality

Observe exceptional children and their families on videotape and in local settings

**Required Textbooks and Materials:**

Hardman, M.L., Drew, C.J. & Egan, M.W. (2008). *Human Exceptionality, 10th Ed.* Houghton Mifflin.

9 Scantron Sheets, form 882-ES

Your own e-mail account

**Course Requirements:**

A. Quizzes (40 points each for 6 quizzes, 240 total points)

There will be 7 quizzes covering one or two chapters in the text. Each quiz will consist of up to 20 multiple choice and true/false items and a short answer question. If a weekly quiz is missed, you will have the option of receiving a grade of 0% or taking a make-up quiz on \_\_\_\_\_. Your lowest quiz score will be excluded from the average in computing the final grade. You may make-up a maximum of **TWO** quizzes.

**B. Internet Assignment (25 points) DUE: \_\_\_\_\_ for posting summary, responding to questions**

To expand Internet expertise, each student will complete the following assignment:

- a. Browse the World Wide Web to find five resources that relate to education of exceptional children,
- b. Post a summary of the 5 sites you found on the Discussion Board of Blackboard for this course. Include in the summary the following information for each site:
  - 1) The World Wide Web URL of your resources,
  - 2) A 3-5-sentence summary of the information available on that site
  - 3) Another sentence describing of who you feel would most benefit from each resource and how it would be useful.

An example is posted on Blackboard.

- c. Go to the Discussion Board. Find a thread that no one has responded to yet. Post three questions about the information presented.
- d. Respond to the questions posted by one of your peers on the thread you created

**C. Written Papers for Field trips and Videotape assignment**

A total of three short written papers will be submitted summarizing the field trips and the “out of class” videotape you have selected. You will also include one full page of your personal impressions of each experience in the papers. Each paper is to be a minimum of three full pages, double-spaced, typed, and must be submitted on the date due. The grade for any paper submitted after the due date will be lowered by 3 percentage points for each calendar day late. Papers will be graded according to the following criteria:

1. Thoroughness (10 points)
2. Personal Impressions (10 points)
3. Clarity / Organization (15 points)
4. Writing Style (grammar, spelling, etc.), use of APA guidelines (15 points)

Any student may submit a rough draft of the written assignment one week prior to the due date to receive feedback on content and grammar. After the video summary and Addicott visit papers have been evaluated by the instructor, all students will resubmit a corrected paper within one week. (5 points each)

D. Videotape (50 points for paper, 5 points for resubmitted paper) **Paper due:**

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Each student will watch one videotape and prepare a three page written paper, two pages summarizing the content of the videotape with at least one full page of how you felt watching the video. **Do not include any opinions about the actors or how well the movie was made.** Do include a concise summary of the events of the video, focusing on the relationships between the main character and other people in their lives and your personal reactions. University policy on plagiarism requires that you cite all sources of information used to compose a written paper. See above notes on APA guidelines. All video summaries will be submitted on Blackboard using Turnitin, as well as a hard copy submitted on or before the due date. You may select from the following videotapes (available from most video rental stores):

Lorenzo's Oil  
Mask (with Cher)

My Left Foot  
Elephant Man

Rain Man  
The Other Sister

For late assignments, 3 percentage points will be taken for each calendar day late.

E. Field Trips (50 points for each paper, 5 points for resubmitted Addicott paper) **Paper due: One week after trip**

Two class field trips will be required. You will write a paper (3 page minimum) after each trip that will include a summary of your observations and at least one page of your personal impressions of the visits. Current American Psychological Association (APA) guidelines must be followed. Please especially note APA margins, font size, citing within the text, and writing style guidelines.

Tentative dates:

Tuesday March 2 or Tuesday March 9 Addicott School, 4784 E. Dayton, 11:00 – 12:00

Tuesday April 27 or Thursday April 29 (10:30)11:00-12:00,UCP Technology Lab, 4224 N. Cedar

F. Exams (75 points total)

The mid-term and final exams will be multiple choice/true-false, and will cover all class presentations not covered in previous quizzes (lectures, videotapes, guest speakers, field trips, etc.) and could include one chapter from the textbook.

**Final exam** \_\_\_\_\_

**Grading**

All grading will be on a percentage basis:

**90-100=A**

**80-89=B**

**70-79=C**

**60-69=D**

Weighting of grades will be:

Quizzes	(240 points total)	48 %
Written papers (3)	(150 points total)	30%
Exams (midterm & final)	(75 points total)	15%
Internet	(25 points total)	5%
Resubmitted papers (2)	(10 points total)	2%
	<u>500 points</u>	<u>100%</u>

### Course policy

Regular attendance in class is expected. Please notify me *in advance* if you will be absent from class. (278-6940) or \_\_\_\_\_

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

**Code of Academic Integrity – Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, [www.csufresno.edu/aps/apm/236.pdf](http://www.csufresno.edu/aps/apm/236.pdf).”

**Computers:** “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research

experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

### **Course policy cont.**

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

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The mission of the Department of Communication Sciences and Disorders at California State University, Fresno is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.