

The University of Texas at El Paso, Educational Psychology and Special Services
EDPC 3300, Developmental Variations
Spring 2014

Meeting Time: 12:00 – 2:50,
Meeting Day: Monday

College of Education Building, Room 301

Instructor: Dr. Beverley Argus-Calvo

Office Number: 747-5266 (please leave a voice message, I will receive your messages through email and will be happy to call you back if you leave a call back number)

Email: bcalvo@utep.edu

Office Hours (Education Building Room 713): Mondays, 10:00-12:00^{am} & Wednesdays, 3 - 4^{pm}

Course Description

This course covers typical development (cognitive, physical, language, social, and personality) from early childhood through late adolescence, as well as variations of typical development. Emphasis is placed on applying information about how children develop and learn to classroom teaching. This course requires 15 hours of field experience AND 15 hours of service learning.

Supplemental Text: Vaughn, S. Bos, C. Schumm J. (2003). *Teaching Exceptional, Diverse and At Risk Students in the General Education Classroom 5th Edition*. Allyn and Bacon.

Other Course Materials: Additional readings will be posted on Blackboard (Check “Additional Readings” folder), as will PowerPoints following class lectures.

Course Objectives

Students will:

1. Identify and apply concepts associated with current theories/theorists in the areas of intellectual, physical, social, language, and emotional development.
2. Acquire strategies to promote learning and social-emotional development for all students in ways that accommodate diverse learning characteristics.
3. Reflect on their understanding of the role of developmental processes in education.

Course Requirements

The Following activities are required of all sections of this course:

Attendance and Participation: All students are expected to be prepared and to be active participants for each class. Attendance is mandatory. This is particularly important as class falls on Thursday, which means we will miss 3 class meetings this semester. More than two unexcused absences will result in you being dropped from the class. Attendance is taken in each class by the instructor. **Students who are absent at all during the first two weeks of class will be dropped from the class.** If you need to miss class for any reason, check with a classmate to find out what you missed.

Assessments/Tests (50 points each, 200 points total): Instead of a mid-term and/or final exam, four (4) in-class assessments will be given throughout the semester and will consist of multiple-choice and short-answer questions covering lectures (PowerPoints) and readings (Chapters in textbook and Additional Readings in Blackboard folder). You will be required to bring a scantron for the multiple-choice portions. Unless you provide documentation of illness or court appearance, tests cannot be made up because of absence.

Background Checks: Annual background checks are mandatory to conduct observations and volunteer work in public schools. Please obtain a background check as soon as possible. Not having a background check is not a valid excuse for incomplete observations or volunteer work. You can obtain a background check for EPISD by signing up at the beginning of class on the Background Check sign-up sheet. To do observations in other school districts, you will need to make contact with that district individually. **Observations:** 15 hours of field experience or observations (five observations with three hours per classroom, for example) are required for this course. The observations must be conducted in a classroom setting with students with disabilities, either in inclusive or self-contained settings in public school settings in the US. *It is important for you to complete these observations at a variety of settings which include different types of disabilities and age groups.* During these 15 hours, it is important for you to get a variety of experiences which include: interviewing the classroom teacher regarding the instruction and other issues, observing the classroom and instruction. The 15 hours are documented by sign-in sheets which are signed off by the teacher, and handed in to the course instructor at the end of class. Make sure to keep a copy of your sign-in sheet when you turn it in with your final exam. The sign-in sheet ("EDPC 3300 Documentation of Hours Spring 2014") is available on Blackboard along with a signed welcome letter ("Spring 2014 Letter on Letterhead") from the instructor which you should present at each school.

Observation Summaries / Write-Ups 1 and 2 (40 points): A total of two summaries will be due throughout the semester. Each will follow the templates provided on Blackboard which contain questions and guidelines for observations. You will write up your experiences and hand them into the instructor on the due date. Due dates for the write-ups are listed in the schedule.

Inclusion Binder (100 points): Your final assignment will be to assemble a resource-rich 3-ring binder with ten (10) categories of inclusion strategies corresponding to ten (10) disability classifications. The purpose of this binder is to provide you with evidence-based practices for your future classrooms. The binder will include evidence-based practices in your content area. Information on where to get the necessary contents for your binder will be delivered in class and an assignment checklist will be provided in Blackboard. The Inclusion Binder is due to me by 5pm on Thursday, MAY 19th in EDUC 713.

Service Learning (100 points): In order to get a better understanding of what it means to work with students and families of children with disabilities, you will be required to conduct 15 hours of Service Learning hours. You will need to submit the name of the school and contact person with phone number by Friday of Week 4. You will find the form - in the *Course Documents link* on the Home Page. Please scan and submit this form electronically in the [Assignment link](#). As per the schedule, at the end of the semester you will submit a 2 page reflection of your experiences working with students with disabilities along with the documentation of hours (NOTE: This form is the same form you will use for documenting your observation hours ALL hours must be submitted at the end of the semester on one document). There is no sample for this assignment as this paper is based on your experiences, paper so write from the heart!

Grading Policies

Grading Scale: The grading scale is as follows: A=90-100%, B=80-90%, C=70-80%, D=60-70% and F= 60% or lower. We will cover grading scales and grading policies during the first two classes.

Re-submissions: Written may be re-submitted within a week after it is given back, as long as the student earned a grade of C or lower on their written work. Tests cannot be resubmitted.

Late Work: Late written work can be submitted up to two weeks late but will incur a 25% reduction in grade penalty and will not be eligible for re-submission.

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Proposed Course Schedule – (As of 1/27/14 – Changes will be posted through Blackboard.)

Week/Date	Readings	Activities/Lecture Topics	Notes and Prompts for the Following Week
1:		Course Intro Doing Observations, Assignments, Navigating Blackboard	Background Checks, Buy Book! Read Syllabus, Read Chapt. 1
2:		Syllabus Quiz What is inclusion and why is it important? Film: Including Samuel	Read PDF of Ormrod Chapter 5 in Blackboard
3:	Ormrod Chapter 5 in Blackboard	Development and Disability General Developmental Theories	Read Chapter 10 Read PDF of Ormrod Chapter 4 in Blackboard
4:	Chapter 10 Ormrod Chapter 4 in Blackboard	Students with Developmental Disabilities Theories of Cognitive Development	Background Checks should be completed Study for Test 1 Read Chapter 11
5:	Chapter 11	Test 1 Students with Lower-Incidence Disabilities Fine and Gross Motor Development	Read Chapter 7
6:	Chapter 7	Students with Communication Disorders Language Development Review Observation Procedures	Write up observations Read Chapter 9
7:	Chapter 9	Students with ASD & PDD Social Development	10/11 - Observation 1 Write-Up Due Study for Test 2
8:	Chapter 6	Test 2 Video: <i>F.A.T City</i> Review Observation Procedures	Read Chapter 6
9:			Write up observations Read Chapter 5
10:	Chapter 5 Chapter 8	Students with E/BD Students with LD & ADHD Positive Behavior Interventions & Supports	11/8 - Observation 2 Write-Up Due Study for Test 3 Chapter 2
11:	Chapter 2	Test 3 Response to Intervention Student Behavior & Classroom Management	
12:	Chapter 3	Collaborative Practices and Teaming, IEP Meetings	
13:			
14:	Chapter 4	Test 4 Culturally & Linguistically Diverse Students Evidence-Based Practices Review Inclusion Binders	Read Chapter 4
15:	DEAD DAY	NO CLASS	Finish assembling Inclusion Binders
16:	Inclusion Binders due		Inclusion Binders due by 5pm in EDUC 706