Course Syllabus, Winter, 2014

Division: Teacher Education
Program Area: Special Education
Course Number: SED 5010
Course Title: Inclusive Teaching
Course Credit: 2 credit hours
Term/Year: Winter 2013
Course Location: 0607 Oakland Campus
Day: Thursday, 2:00 – 3:50
Instructor: Dr. Greg Zvric
Office Address: 263 College of Education
Office Hours: Monday
Appointment Secretary: 313-577-0902
Email: ae4967@wayne.edu

Course Description:
Models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes.

Course Outcomes:
As a graduate student at Wayne State University, you will:

- Demonstrate knowledge of the movement towards inclusive education and its’ relationship to good teaching.
- Demonstrate an understanding of a wide range of tools, instructional strategies, and social supports to assist students with disabilities and with high abilities in being taught effectively in general education classes together.
- Demonstrate an understanding of the characteristics of working in a collaborative and supportive role in implementing inclusive education.
- Demonstrate strategies for providing leadership in support of inclusive schools.

Required Texts:
Course Assignments
Since this is a class with a focus on collaboration we will form inquiry groups for the purpose of using language to extend our own learning. We will write, discuss and share our thinking through a number of activities both oral and written. You will also be expected to represent your thinking through traditional and non-traditional strategies.

Class Reflections (15 points)
At the end of each class, time will be set aside for students to record thoughts, comments, questions about what they have come to know and new thoughts generated. These reflections are to be recorded in an exercise book as opposed to handing in separate pieces of paper.

Chapter Reflections (20 points)
For each chapter you are to write a reflection that includes the following: 1.) your thoughts and ideas about what you read and your connections to the text; and 2.) ways in which you might apply the information or strategies in the chapter.
Chapter reflections must be typewritten and submitted at the end of the class the chapter is read for.

Reflection Papers (30 points)
Twice during the semester you will complete short papers describing your thinking and learning in the course. This assignment aims to support you to think reflectively about the content of the class and trace your thinking and learning process.

1.) Thinking about inclusive education. Due 2-3 page single-spaced paper in which you describe your experiences, thoughts, and feelings about including students considered gifted and those with special needs in general education classes with support.
2.) Learning and Thinking. Due 2-3 page single-spaced paper due at the end of the semester in which you describe: a.) your thinking process during the semester related to inclusive teaching, b.) what you learned, and c.) recommendations for future classes.

What I Learned Class Conference (20 points)
Your last assignment will be to present what you have learned throughout the semester. The way you present is up to you. Options include but are not limited to: powerpoint, poster, short skit, song, etc. Be creative and let’s have fun the last couple of classes.

Professional Commitment (15 points)
Each student is expected to read assigned materials on the dates given and to come to class with thoughts and ideas to contribute to the group learning process. Your
lack of preparation negatively affects the other members of your group because they then do not have your full contribution. In this light, two absences will adversely affect your final grade. More than three absences will result in a failing grade. Absences of parts of class (arriving late, leaving early) will be recorded and will contribute to your total number of absences.

**Evaluation and Grading**

Final grades will be determined by the following:

- Class Reflections 15 points
- Reflection Papers 30 points
- What I Learned Class Conference 20 points
- Chapter Reflections 20 points
- Professional Commitment 15 points

Total 100 points

**Final Grades:**

- A 94 – 100
- A- 90 – 93
- B+ 87 – 89
- B 84 - 86
- B- 80 – 83
- C+ 77 – 79
- C 74 – 76
- D >73

Assignments are due on the date assigned. Any late assignments will be reduced by 50% of the grade.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin [http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html), the Undergraduate Student Handbook [http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf), and in print and online versions of the Graduate Catalog [http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are
advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**General Note on Grading**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.

**Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department.
SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330)
Class Schedule:

Jan. 09  Introductions & Course Syllabus
Jan. 16  Paradigms
          Class Reflection
Jan. 23  Paradigms
          Class Reflection
Jan. 30  Hemisphericity
          Class Reflection
Feb. 06  Chapter 1 & 2
          Class Reflection
          Chapter Reflection
Feb. 13  Chapter 3 & 4
          Class Reflection
          Chapter Reflection
Feb. 20  Chapter 5 & 6
          Class Reflection
          Chapter Reflection
Feb. 27  Chapter 7 & 8
          Chapter Reflection
          Thinking About Inclusive Education
          Paper due
Mar. 06  Chapter 9 & 10
          Class Reflection
          Chapter Reflection
Mar. 13  Spring Break – No class
Mar. 20  Chapter 11 & 12
          Class Reflection
Mar. 27  Chapter 13
Apr. 03  What I Learned Class Conference
Apr. 10  What I Learned Class Conference
Apr. 17  Course Wrap Up
          Learning & Thinking paper due
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