



**EDPS 265 – The Inclusive Classroom**

**May 9<sup>th</sup> –May 30<sup>th</sup>**

*on campus: May 9-May 12  
in India: May 15- May 30*

**Instructor:** Jordan Shurr  
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**Office:** BRNG 5159  
**Office hours:** By appointment (also, before/after class)  
**Class:** M-F 9:00-11:00 (on campus- BRNG 1222)  
*see schedule below for specific class dates*

**Required Text:**

*Please purchase texts prior to the start of class. It is recommended that you begin reading prior to the study abroad trip.*

- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). *Exceptional Lives: Special Education in Today's School* (6<sup>th</sup> ed). Boston: Pearson.
- Hayden, T. (1980). *One Child*. New York: Harper Collins.
  - This is available from bookstores or Amazon.com (can be used or new copies)
- Online readings and pages (websites, electronic journals)
  - \* Purdue library for electronic journals: <http://www2.lib.purdue.edu:5901/frames.asp>
  - \* Some may be e-mailed to you

**Task Stream**

Please note that Task Stream will be used as a required aspect to this course. All students must have purchased and be prepared to use Task Stream. Students will be required to submit a minimal of one artifact to Task Stream. The instructor will designate which artifact(s) will need to be placed on Task Stream and provide rubric for their evaluation prior to submission. If students are unfamiliar with Task Stream, they should notify the instructor during the first week so a brief lesson on Task Stream can be presented. Specifically, you will submit the Pre and Post Reflections to Task Stream. This should be submitted to TaskStream by the last day of class (Monday, May 30<sup>th</sup>). Failure to submit these by 8:00am on Monday, May 30<sup>th</sup> will result in an incomplete grade for the course

**Course Description:**

This course provides pre-service teachers with foundational knowledge and skills needed to be effective teachers of students identified with exceptional needs or talents in K-12 general education settings. The course is designed to support pre-service teachers in addressing the following goals:

- To understand disabilities and talents from a school as well as a personal perspective;
- To acquire a general knowledge base about different disabilities and talents;
- To understand the roles of general and special educators in providing services to students with identified disabilities and talents in collaboration with families and other professionals;
- To learn strategies for creating inclusive learning environments that support all students; and
- To learn strategies to differentiate instruction for all students

The complex needs of today's diverse student population require a collaborative effort by all educators to bring together the best practices in order to support children and youth; in particular, those children and youths for whom learning is a challenge. Pre-service teachers will learn how to access special education and other services, and collaborate with colleagues and families in order to deliver appropriate instruction to identified students.

### **Attendance:**

It is important to be present to engage in discussions about the content and issues presented in this course. Thus, attendance is directly tied into the **participation grade**. Absences from class will result in penalties to the final grade. Individual circumstances can be discussed in advance with the instructor and are up to the instructor's discretion. Students **MUST** contact the professor regarding their absence regardless of the reason and the contact must occur in writing via e-mail. The contact should occur before class, pending any unforeseen emergencies. In the case of an absence, it is the **STUDENTS'** responsibilities to contact the professor to discuss what was missed in class and to make-up any work, if the student chooses. The students must submit the assignment at the **next class period** following an absence, unless s/he asks to submit it electronically on the due date. Please note that three or more absences will result in failure of the course (NOTE: Attendance at school visits is considered part of the course). Please also note that being more than 10 minutes late for class is considered an absence.

### **Emergency Statement**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course prior to leaving for India-- my email address: [jshurr@purdue.edu](mailto:jshurr@purdue.edu) or my office phone: 494-0090.

**\*\*The instructor reserves the right to make changes to the syllabus as deemed necessary throughout the course of the semester. Deadlines will NEVER be moved up, or occur before what is listed, but in-class activities/readings may change depending on the flow of class.\*\***

### **Adaptive Programs Statement**

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

### **Academic Dishonesty Statement**

*When work is considered suspect, I will check for plagiarism.*

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Purdue University expects the highest standards of academic integrity from their students. Students in EDPS 265 are expected to become familiar with Purdue's policy on academic honesty by consulting the on-line brochure provided by Purdue's Office of the Dean of Students: <http://www.purdue.edu/ODOS/osrr/integrity.htm> and the brochure entitled "Academic Integrity: A Guide for Students," published by the Office of the Dean of Students in conjunction with Purdue Student Government and available through the Office of the Dean of Students.

Plagiarism is taken **EXTREMELY SERIOUSLY** and will not go unaddressed. Students will receive a grade of 0 for assignments that violate the principles of academic integrity. In addition, students may be subject to further disciplinary procedures through the Office of the Dean of Students.

### **Assignments/Assessments/Accountability**

Assignments are designed and assigned to (a) build upon your existing knowledge, (b) allow for practical application to your field of expertise, and (c) result in professional artifacts for both advancing your degree and for inclusion in your professional electronic portfolio. If you do not understand an assignment or activity, it is expected that you contact the professor in advance and make an appointment to discuss it, or you will raise it during class at an appropriate time. It is the student's responsibility to contact the professor and arrange a meeting at both individuals' convenience. The professor reserves the right to allow students to redo assignments as he deems appropriate. Any work that the student expects will not be turned in on time, the student should e-mail the professor

beforehand (i.e., at least a ½ hour before class on the due date). If the student does not contact the professor prior to class and does not turn in an assignment, the professor WILL NOT accept the late work and the student will receive a grade of 0.

**Guidelines for Written Assignments:**

Unless noted otherwise, written assignments should adhere to the following guidelines:

- For assignments, please indicate your name, the assignment, and date at the top of the 1<sup>st</sup> page.
- All submitted work is to be **typed** (unless otherwise indicated) with no/minimal grammatical and/or spelling errors
- Use **person-first language** when writing about persons with disabilities. Points will be deducted if verbiage refers to “the ADHD boy”, “the learning disabled girl”, instead of “the boy *with ADHD*” or “the girl *with a learning disability*”.
- Assignments should be turned in on the due date. Work submitted late, for whatever reason, will be receive a point deduction.
- APA format should be used for citations and the reference list. It is recommended that students use a source that demonstrates APA formatting (e.g., the 5th edition of the APA manual, or <http://owl.english.purdue.edu/owl/resource/560/01/>). The textbook uses APA format and provides many examples of how to correctly cite references and construct reference lists.
- Keep a copy of each assignment that you submit (electronic or hardcopy).

**Expected Quality of Work:**

All course work, both in and out of class, is expected to be of high quality and reflect your development as a professional. *Just getting by* will not be sufficient. Additionally, students are expected to be punctual, participate in a courteous manner, take responsibility for meeting deadlines, etc.

**The grading for this course is as follows:**

Assignment	Total Points Possible	Your Points Earned
Participation/Attendance	25 (10x2.5)	
Personal Reflection Papers	55 (11x5)	
Book discussion questions & summary	50 (25+25)	
Movie Report	50	
Take-home exam	50	
<b>Total Points</b>	<b>230</b>	

**Grading Scale:**

Grade	A	B	C	D	F
Percentage	100-90%	89-80%	79-70%	69-60%	≤59%
Points	230-207	206-184	183-161	160-138	≤137

**Participation/ Attendance (10x2.5= 25 Points)**

Much of this class involves discussion and small group work. Your involvement will be a critical part of the success of the course. Attending class, being prepared and on time, and participating courteously are part of the attendance/participation grade. The key is ACTIVE PARTICIPATION.

You are expected to read all assigned readings **prior to class** and be prepared to engage in various small and large group activities during class. The instructor reserves the right to “assess” for reading at any time during the semester and have these assessments count towards the attendance/general participation grade of 5 points/class period.

Specifically, you are expected to participate in class discussions, with participation defined in multiple ways.

\*Please note that three or more absences (this includes class and school visits) will result in failure of the course.

\*Please also note that being more than 10 minutes late for class is considered an absence.

**Personal Reflection Papers (11x5 points= 55 points)**

Following each class, you will complete a reflection paper (1/2 to 1 page in length) covering your previous understanding and any change in perception that you had after the readings and/or course activities. You may decide to focus on the topic as a whole or one specific part of the topic. Either is acceptable as long as your paper contains sufficient detail in answering the following questions:

1. What was your first impression of the topic (or visit) prior to readings or class?  
-including related experiences, exposure, bias, etc.
2. What are your current thoughts after readings, class, or experience?
3. How can you apply this to your future classroom?

**Book Discussion Questions and Summary (25+25= 50 points)**

Each student will be assigned a chapter of One Child. The student will come up with three thought- and discussion-provoking questions to initiate an in-class conversation about pertinent education-related issues from the chapter. Questions are to be given to the instructor for review prior to class. During the book discussion, students are to ask their questions and facilitate a deep and thoughtful discussion of the chapter to include issues of disability, the teaching profession, inclusion, collaboration, etc. In addition, students are to submit a brief (1/2 page) summary of the key points from the in-class discussion at the following class meeting.

**Movie Report (50 points)**

Each student will watch a film related to the portrayal of an individual with a disability. Students will select a movie that they have not yet seen from the list at the end of the syllabus. Students will submit a 2-3 page written reflection including 1) a basic description of the individual(s) with a disability in the movie, 2) how individual is portrayed (in a positive or negative light?), 3) what this portrayal says about disability in society, and 4) how this content can relate to your future work as a teacher.

**Take-home Exam (50 points)**

You will be provided with a take-home exam one week prior to the due date. The exam will include questions to test your ability to apply special education knowledge to typical case samples. This take-home exam is to be done individually but will include use of the course text and credible online sources (examples are listed in the final). Students are required to submit their assessment **via email to the instructor & online via Taskstream by 8:59AM on May 26.**

**Course Outline**

<b>On campus</b>	<b>Monday, May 9<sup>th</sup></b>	<b>Disability &amp; Special Education Foundations</b>
	<b>Readings:</b>	Exceptional Lives- Chapter 1
	<b>Activity:</b>	Self-description/ biography Course Description Special Education Overview (Foundations & Law) Sign up for book discussion
	<b>Due:</b>	x
	<b>Tuesday, May 10<sup>th</sup></b>	<b>Universal Design for Learning &amp; Assistive Technology</b>
	<b>Readings:</b>	One Child- Chapter 1 Exceptional Lives- Chapter 2
	<b>Activity:</b>	Book Discussion Intro and exercise in UDL Assistive technology intro and assessment exercise
	<b>Due:</b>	5/9 Personal Reflection
	<b>Wednesday, May 11<sup>th</sup></b>	<b>Collaboration &amp; Cultural Diversity</b>
<b>Readings:</b>	One Child- Chapter 2 Exceptional Lives- Chapters 3 & 4	
<b>Activity:</b>	Book Discussion Collaboration/ Diversity intro Communication activities	
<b>Due:</b>	5/10 Personal Reflection	

EDPS 265 (Summer 2011)

<b>India</b>	<b>Thursday, May 12<sup>th</sup></b>	<b>Learning Disabilities &amp; RTI</b>
	<b>Readings:</b>	One Child- Chapter 3-4 Exceptional Lives- Chapter 5
	<b>Activity:</b>	Book Discussion LD & RTI Intro
	<b>Due:</b>	5/11 Personal Reflection Movie Report
	<b>Monday, May 16<sup>th</sup></b>	<b>Program Orientation</b>
	<b>Tuesday, May 17<sup>th</sup></b>	<b>Intellectual Disabilities</b>
	<b>Readings:</b>	One Child- Chapters 5-8 Exceptional Lives- Chapter 9
	<b>Activity:</b>	Book Discussion ID intro Educating Peter
	<b>Due:</b>	5/12 Personal Reflection 5/16 Personal Reflection on entrance into India
	<b>Wednesday, May 18<sup>th</sup></b>	<b>Autism</b>
<b>Readings:</b>	One Child- Chapters 9-12 Exceptional Lives- Chapter 11	
<b>Activity:</b>	Book Discussion Autism intro Autism the Musical	
<b>Due:</b>	5/17 Personal Reflection	
<b>Thursday, May 19<sup>th</sup></b>	<b>Communication, Emotional, &amp; Behavior Disorders</b>	
<b>Readings:</b>	One Child- Chapters 13-16 Exceptional Lives- Chapters 6 & 7	
<b>Activity:</b>	Book Discussion Communication and AAC intro EBD intro Take-home exam released (due on 5/26)	
<b>Due:</b>	5/18 Personal Reflection	
<b>Monday, May 23<sup>rd</sup></b>	<b>Attention Deficit Hyperactivity Disorder &amp; Traumatic Brain Injury</b>	
<b>Readings:</b>	One Child- Chapters 17-20 Exceptional Lives- Chapters 8 & 13	
<b>Activity:</b>	Book Discussion ADHD & TBI intro	
<b>Due:</b>	5/19 Personal Reflection	
<b>Tuesday, May 24<sup>th</sup></b>	<b>Multiple &amp; Physical Disabilities, Other Health Impairments, Hearing Loss, Visual Impairments, &amp; Gifted &amp; Talented</b>	
<b>Readings:</b>	Exceptional Lives- Chapters 10, 12, 14, 15, & 16	
<b>Activity:</b>	Book Discussion Disability intro	
<b>Due:</b>	5/23 Personal Reflection	
<b>Wednesday, May 25<sup>th</sup></b>	<b>School Visit- SBT</b>	
<b>Thursday, May 26<sup>th</sup></b>	<b>Wrap-up</b>	
<b>Readings:</b>	x	
<b>Activity:</b>	Book Discussion Take-home Exam Due	
<b>Due:</b>	5/24 Personal Reflection 5/25 School Visit Personal Reflection	
<b>Friday, May 27<sup>th</sup></b>	<b>School Visit- School for the Blind</b>	

## Movie Suggestions

<b>Autism</b>	Rain Man Mercury Rising The Boy Who Could Fly
<b>Emotional or Behavioral Disorders</b>	A Beautiful Mind Identity As Good as it Gets
<b>Deafness and Hard of Hearing</b>	Mr. Holland's Opus She's all That The Replacements
<b>Learning Disabilities</b>	Summer School
<b>Mental Retardation</b>	Forrest Gump What's Eating Gilbert Grape There's Something About Mary I am Sam Radio
<b>Physical Impairments and Other Health Impairments</b>	X-Men 2 Notting Hill The Bone Collector Door to Door Tuesdays with Morrie Awakening
<b>Speech and Language Impairments</b>	Die Hard with a Vengeance Primal Fear My Left Foot The Piano
<b>Traumatic Brain Injury (TBI)</b>	The Bourne Identity Momento The Majestic Regarding Henry
<b>Visual Disabilities</b>	Daredevil Red Dragon Scent of a Woman Contact