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C&I 694.01: Advanced Seminar in Curriculum and Instruction - Meeting the Specialized Needs of Children with Severe Disabilities from Diverse Cultural and Linguistic Backgrounds

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Seminar II: Meeting the Specialized Needs of Children with Severe Disabilities from Diverse Cultural and Linguistic Backgrounds

Fall 2008

On-line @ <http://umonline.edu/>

Synchronous meeting time: 4:30-5:00pm W

Instructors: Ann Garfinkle
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Office: Education 210A
Office Hours: By appointment

REQUIRED READING

Reading for this course will include materials from a number of sources, but all will be available on-line. There is no text for this course.

COURSE DESCRIPTION

This seminar will introduce students to foundation knowledge and practices for meeting the needs of young children (birth through age 8) with severe disabilities from diverse cultural and linguistic backgrounds. Both theoretical and practical content will be explored. That is students will be asked to participate in reading and discussing in about the theory of multicultural education in general and as it relates to young children and young children with significant disabilities. Further students will participate in an *in vivo* case study where they will see how providing instruction to young children with disabilities always includes working within the context of families' values, beliefs, language, culture, skills and uniqueness.

LEARNING OUTCOMES

Students will:

- understand the potential impact of differences in values, languages, and customs that can exist between the home and school.
- identify and use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.
- describe effects of cultural and linguistic differences on growth and development.
- explore characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- become aware of and self-assess ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

EXPECTATIONS

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at: <http://www.umt.edu/studentaffairs/policy/code.htm>. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological Association, 5th edition* (APA, 2001).

Accommodations:

We are more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and learning. Please talk with one of the instructors individually at the beginning of the term to make a plan for these accommodations.

Student Behavior:

All written work must be: typed, double-spaced, use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

COURSE FORMAT

This is an on-line class that will include a weekly discussion and independent work. Students may be expected to engage in several types of learning activities including on-line discussions, participation in the virtual classroom, postings to bulletin boards, reflections on readings, and the completion of individual assignments. Class sessions will include instructor and student lead topics. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. For this reason, student *participation* will be reflected in the student’s final course grade.

PARTICIPATION RESPONSIBILITIES, ASSIGNMENTS, AND WEIGHTING

Class Participation: 280 Points (14 weeks/20 points each)

For the each class each week, you will be responsible for the following:

- 1) Complete the assigned reading *prior* to discussion.
- 2) Read any lecture notes the instructor will post to give the class structure and additional information about the topic.
- 4) Respond to all discussion questions posted by the instructor by:
 - a. posting your position statement
 - b. responding to any feedback or questions related to your post
 - c. responding to at least 1 of your colleagues position statements

Class Facilitator (360 points)

Each student will be responsible leading a virtual classroom discussion on a topic that the class decides it wants to learn about. In order to do this, once a topic has been assigned/selected the student must locate appropriate readings/materials for the class. These materials need to be vetted by Dr. Garfinkle at least one week prior to having them assigned to students. In addition, by the Friday prior to the week that are responsible, they need to submit a reading guide and discussion questions to Dr. Garfinkle who will provide input and post them on Blackboard for the other students. Finally, the student will lead the virtual discussion on their topic by providing the structure to the discussion, answering any questions asked in the context of the discussion and **use additional information about the topic** to further enhance the other student’s understanding of the topic.

Final Project (360 points)

In lieu of a tradition final exam, students will be asked to develop an “action plan” which describes how specifically the student will incorporate the principles and practices that were discussed in this course and integrate them into their classroom. This assignment will be due finals week.

GRADING POLICY

There 1,000 possible points for this course including the Seminar. Grades are earned as follows:

- 93%-100% (925-1000 points) = A
- 83%-92% (825-924 points) = B
- 73%-82% (725-824 points) = C
- 63%-72% (625-724 points) = D
- 62% or lower (fewer then 624 points) = F

Course Schedule

Week/Dates	Topic	Facilitator	Assignments
1 8/25	Introduction to course, blackboard and each other	Ann	-complete online blackboard tutorial -make sure your computer can do all blackboard functions including the virtual classroom
2 9/1	Introduction to the topic	Ann	-post a description of your evening meal routine -generate topics for the course
3 9/8	Teaching other people's children	Ann	--participate in any discussion board --participate in virtual classroom
4 9/15	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom
5 9/22	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
6 9/29	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
7 10/6	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
8 10/13	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom

			--run seminar if applicable
9 10/20	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
10 10/27	No Class—National DEC Conference in Minneapolis	No Class—National DEC Conference in Minneapolis	No Class—National DEC Conference in Minneapolis
11 11/3	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
12 11/10	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
13 11/17	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
14 11/24	student generated topics	Student-TBA	--participate in any discussion board --participate in virtual classroom --run seminar if applicable
15 12/1	Wrap-up	Ann	--participate in any discussion board --participate in virtual classroom
16 12/18 Finals week	Final project due		