DEPARTMENT OF REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION
RPSE 300: Individuals with Disabilities
Credits: 3

Instructor
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Teaching Assistants
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Office Hours: By appointment

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Office Hours: By appointment

Course Contact Information:
Please direct RPSE 300 questions, comments or concerns to the course email:
mawenerpse300@gmail.com

Meeting Time and Location:
Mondays 2.25-5.25 PM in Mosse Humanities Building 1121

Instructional Mode:
Face-to-face

Credit Hours Policy Standard:
This class meets for three hours class period each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, and service learning) for about six hours out of classroom for every class period.

Course Objectives:
The overall purpose of the class is to expand knowledge base of educators and clinicians to better understand and serve the diverse needs, interests, and goals of exceptional learners in remedial and educational settings.

This course is designed to introduce class members to the concepts of ability and disability and
to the field of special education. The history, etiology, and characteristics of specific disability will be examined, as will educational programs designed to meet the needs and interests of school-age students with disabilities. Topics germane to the study of disability and the field of special education such as cultural and linguistic diversity and inclusion will be examined.

Expected Learning Outcomes:
By the end of this course, students will be able to: 1) Demonstrate an understanding of the concepts of ability differences and exceptionality 2) Articulate knowledge of the specific disability categories designated by federal law 3) Demonstrate knowledge of diagnosis and interventions utilized by professionals who work with people with disabilities or youth at risk of developing disabilities.

Required Text:
No textbook is required for this course. The instructor uses a variety of readings and media available on Canvas. Please refer to the class schedule (pp. 7-9) for the weekly readings.

Teacher Education Standards:
This course addresses the following UW School of Education Standards: 1 & 5. This course addresses the following Council for Exceptional Children Standards: 1, 2, 3, 4, 5, 6, & 7.

Grading:
A total of 500 points can be earned in this course. Final grades will be calculated as a percentage of the total points earned. You must complete all assignments to receive a passing grade in this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Service Learning project</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Service Learning reflections</td>
<td>72 pts.</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>78 pts.</td>
</tr>
<tr>
<td>Guided discussion</td>
<td>150 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 pts.</strong></td>
</tr>
<tr>
<td>Extra credit activity</td>
<td>= 10pts.</td>
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</tbody>
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Evaluation Procedures:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 87%</td>
</tr>
<tr>
<td>A/B</td>
<td>88% - 92%</td>
</tr>
<tr>
<td>B/C</td>
<td>78% - 82%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 77%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>59% and below D</td>
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Mawene-RPSE 300
**Course Assignments:**

1) **Service Learning Project (200 points total)**
   Each class member must complete a minimum of 25 hours of community service involving interaction with at least one person with a disability. This community service should be carried out over a 10-week period. Class members are responsible for arranging their own community service commitments. To aid in this endeavor, a list of agencies and schools that have expressed a willingness to work with RP&SE 300 students will be made available. Additionally, representatives from several agencies and schools will be present at the first-class meeting to describe their programs.

Service Learning Project Commitment Form is available on Canvas under Service Learning Project and is **due on Canvas by September 23rd, 2019**. This means that by September 23rd, 2019 all class members will have made arrangements to fulfill their 25-hour commitment.

All class members MUST begin their community service hours during the week of September 23rd AT THE LATEST in order to meet the 25-hour/10-week commitment. Projects started after **September 23rd, 2019 will not receive credit**. The completed Service Learning Project is due **December 9th** by 11:59 PM on Canvas. A complete description of the Service Learning Project requirements and expectations will be distributed separately.

2) **Service Learning Reflections (3 reflections - 24 points each reflection - 72 points total)**
   Students complete three (3) Service Learning Reflections. As you complete your service learning project, you will write three (3) reflections following guideline questions. You can find the guideline questions on Canvas under Service Learning Reflection assignment.

   This assignment is intended to give you direction in connecting theory (e.g. articles, media, lectures, presentations) to your real-life experiences while engaged in the service learning activities. Reflections also lead you in the completion of the final Service Learning Project.

   Submit reflections via Canvas typed as a Word document of no more than 300 words, double-spaced, in 12-point Times New Roman Font .

   Due dates for your reflections are: **10/21, 11/11 and 11/25**.

3) **Weekly Quizzes (13 quizzes - 6 points per quiz - 78 points total)**
   Students will take an online quiz every week through Canvas. Quizzes are available after class and due on Sundays at 11.59 PM. Due date of each quiz is available on the course schedule located in this syllabus (pp. 7-9). Quizzes will be 6 questions each based on the information from course material, lectures or presentations assigned for the week.

4) **Guided Discussion (12 guided discussions - 12.5 points each - 150 points total)**
   Throughout the semester, students will engage with a variety of media (i.e., podcasts and documentaries). Each week students will respond to two discussion guides related to the weekly assigned media. This should be turned in by 2.25 PM on the day of the class. Students may use excerpts from assigned material to support the written reflection but please, do NOT write a
summary of the media.

For the guided discussion assignment students should:

1) Address the questions thoroughly.
2) Make connections to articles, lectures, guest speaker presentations and/or service learning experience.
3) Use people first language to value identities beyond the disability.
4) Organize writing in clear and coherent paragraph construction.

It is imperative to listen/watch to each assigned material prior to class as it will prepare you to complete the assignment (guided discussion) and critically discuss them in class.

Submit guided discussions via Canvas typed as a Word document of no more than 300 words, double-spaced, in 12-point Times New Roman Font.

Course/Assignment Policies:

1. **Attendance:** It is imperative that you attend class. Two (2) absences and/or tardiness may result in a drop of one letter grade. If something occurs which necessitates missing a class, you are responsible for turning in assigned work, obtaining class notes, handouts, and any additional assignments that occurred during the missed class.
2. **Assignments must be typed and submitted to Canvas** (Times New Roman font style, double-spaced & 12 font size). Please pay attention to writing errors such as spelling, punctuation, and grammatical errors.
3. It is your responsibility to sign in each day that you are in class.
4. If you need to miss class due to participation in university-sanctioned events, you will need to email the instructor or the TAs prior to the missed class.
5. **Due dates are not flexible.** A penalty of 5 points per day will be deducted for late work. Moreover, late assignments will not be accepted for more than one week after the due date.
6. If you believe that a grading error has been made, you may appeal the grade using the following procedures. In writing, submit to the instructor or the TAs a statement of the grading error and a rationale for why you should receive credit for that portion of the assignment or test. Appeals must be made within one week of the grade being assigned.
7. If you have any questions, concerns, or require permanent or temporary disability accommodations/modifications, please see the instructor.
8. All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited conduct as outlined in the Student Code of Conduct and will be taken very seriously. To learn more about plagiarism and the appropriate ways to paraphrase and cite sources, please refer to the following UW website: [www.wisc.edu/writing/Handbook/QuotingSources.html](http://www.wisc.edu/writing/Handbook/QuotingSources.html)

**Professionalism:** Students are expected to demonstrate professional behavior at all times in the classroom and at service learning settings. Professional behavior means that students should arrive on time and prepared to discuss the readings, remain actively engaged in class activities (i.e., taking notes, thinking about the links between the readings and course experiences in order
to formulate questions and facilitate discussion), engage in serious and critical dialogue with colleagues and the instructors, and listen respectfully to the thoughts of others. Students and the instructors have a shared responsibility to establish and maintain a positive environment for inquiry, discussion, and the sharing of diverse opinions in the classroom and at your service learning settings. During all interactions in class and at your service learning sites, you are expected to maintain professional behavior. When communicating verbally, you must use a respectful tone and body language. When communicating by email, you should use a salutation, write in a professional manner, and provide an appropriate closing. Interactions with the professor, teaching assistant, classmates, service learning partners, and clients must be respectful and courteous. Each student will be held to the following expectations:

- Be respectful of the instructors and other students in your interactions. Prepare for class in advance and thoroughly
- Use person-first language (e.g., boy with autism, people with schizophrenia, woman with intellectual disability) when speaking about persons with disabilities.
- Be prompt on meeting scheduled times (arrive to class on time, meet assignment deadlines).
- Use technology to facilitate and not hinder instruction and service. Any failure to meet these expectations throughout the semester will result in a lowering of your professionalism grade.

**Plagiarism and Academic Honesty:** While we certainly do not anticipate encountering plagiarism in this class, we would like to draw attention to the issue in order to prevent unintentional instances from taking place.

In general, plagiarism means presenting someone else’s words or ideas as if they are your own. Specifically, copying text from an Internet site or simply paraphrasing without proper credit are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructor or the TAs for guidance. Also, the following website provides information that might be helpful:


**Accommodations:** We wish to fully include persons with disabilities in this course. It is in your best interest if you inform us as soon as possible regarding any special accommodations in the curriculum, instruction, or assessments of this course that may be necessary to enable you to fully participate in this course. To request academic accommodations due to a disability; please contact the McBurney Disability Resource Center at (608) 263 2741. Special accommodations for individuals with obvious or documented disabilities require two weeks advance notice. Please be prepared to provide us with documentation from the McBurney Center (a copy of your VISA). We will try to maintain confidentiality of the information you share with us. Additional information is available through the UW Madison McBurney Disability Resource Center at [http://www.mcburney.wisc.edu/](http://www.mcburney.wisc.edu/)
Religious observances: Students who miss course activities while electing to participate in religious activities will be allowed to make up missed work, provided that they inform the instructor or TAs of such obligations (via mawenerpse300@gmail.com) during the first two weeks of the semester.

Technology Requirements: Students must be able to access the course website, email, the Internet, Adobe PDF Reader, and Microsoft Office software to participate in the course.

Late or Missed Assignments: Late assignments will only be accepted with documentation through Education Academic Services (EAS). Please visit for further information: http://www.education.wisc.edu/soe/about/administration/education-academic-services

Course Website:

Directions:

1. Go to http://www.wisc.edu
2. Find a quick link to Learn @ UW in the My UW-Madison section on the right-hand side of the page, under Campus Quick links. Alternatively, you can access Learn@UW directly at https://learnuw.wisc.edu
3. Once in Learn@UW, enter your net ID and password. This ID and password are the same as those you use to access your MyUW account (my.wisc.edu).
4. After logging in, please read the instructions on the top of the center column and choose “RP&SE 300: Individuals with Disabilities (002)” in Canvas environment from “My Madison Courses” under 2019 Spring. This will bring you to the course home page. This home page is where we will post messages to the class as necessary.

Alternatively,

1. Go to http://canvas.wisc.edu
2. Once in Learn@UW, enter your net ID and password. This ID and password are the same as those you use to access your MyUW account (my.wisc.edu).
3. After logging in, choose “Individuals with Disabilities” 2019 Spring. This will bring you to the course home page. This home page is where we will post messages to the class as necessary.
4. In the upper-left hand toolbar on the course home page, you will find: “Modules”: which will have the content and assignments for each week, “Discussion”: you can post any questions or concerns in a discussion board titled “general discussion board.” If you are new to Canvas, don't worry the site is pretty intuitive and easy to navigate. Here is how to navigate the site https://community.canvaslms.com/docs/DOC-4121. We will learn how to navigate Canvas on the first day of class.

Student Support Services:

McBurney Disability Resource Center (www.mcburney.wisc.edu/)

Writing Center (www.wisc.edu/writing)

Health/Counseling/Consultation (https://www.uhs.wisc.edu/)
## Class Schedule

(Additional readings may be changed, as determined by the instructor. Check Canvas for the additional reading assignments.)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 1    | 09/09  | ● Introduction: review syllabus and course requirements.  
      |        | ● Service Learning and panel presentation  
      |        | ● What is disability?                                                | ● Syllabus  
      |        |                                                                     | ● Service Learning Guide                                                    |
| 2    | 09/16  | ● Special Education in context: people, concepts and perspectives.  
      |        | ● Introduction of Definitions; People First Language                 | ● The country of the blind (Wells, 1904)  
<pre><code>  |        |                                                                     | ● Disability does not equal to liability                                   |
</code></pre>
<p>|      |        |                                                                     | ● Garguilo &amp; Bouck (2018) Ch. 1 pp. 57-113                                  |
|      |        |                                                                     | ● <strong>Guided discussion</strong> due 09/16 by 2.25pm: “I am not your inspiration” by Stella Young |
|      |        |                                                                     | ● Quiz 1 Due 09/22 at 11.59 PM                                               |
|      |        |                                                                     | ● Rowley revisited (Rowley, 2008)                                           |
|      |        |                                                                     | ● Documentary: Lives Worth Living                                            |
|      |        |                                                                     | ● <strong>Quiz 2</strong> Due 09/29 at 11.59 PM                                          |
|      |        |                                                                     | ● <strong>Guided discussion</strong> due 09/23 by 2.25pm: <em>Lives Worth Living</em>           |
|      |        |                                                                     | ● *Service Learning Commitment Form Due Date: 09/23                         |
| 4    | 09/30  | Universal Design of Learning and Assistive Technology              | ● Would You Recognize UDL Edyburn (2010)                                    |
|      |        |                                                                     | ● Documentary: Freedom Machines                                             |
|      |        |                                                                     | ● <strong>Quiz 3</strong> Due 10/06 at 11.59 PM                                          |
|      |        |                                                                     | ● <strong>Guided discussion</strong> due 09/30 by 2.25 pm: Freedom Machines              |
| 5    | 10/07  | Cultural-Linguistic Diversity and Exceptionality                    | ● Culturally and Linguistically Diverse Learners (Smith et al., 2018)       |
|      |        |                                                                     | ● Truth in labelling: Disproportionality in Special Education (pp.1-16)     |
|      |        |                                                                     | ● Podcast: The problem we all live with (Part 1)                            |
|      |        |                                                                     | ● <strong>Quiz 4</strong> Due 10/13 at 11.59 PM                                          |
|      |        |                                                                     | ● <strong>Guided discussion</strong> due 10/07 by 2.25 pm: <em>The problem we all live with (Part 1)</em> |</p>
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| 6    | 10/14 | Parents, Families and Exceptionality and Learning Disability          | ● Parents’ participation (Lalvani, 2012)  
● Documentary: Including Samuel  
● Quiz 5 Due 10/20 at 11.59 PM  
● Guided discussion Including Samuel due 10/14 by 2.25 pm |
| 7    | 10/21 | Intellectual Disabilities                                            | ● Whatever happened to inclusion? The place of students with intellectual disabilities in general education classrooms Ch. 1 (Smith, 2010)  
● Intelligent lives (Documentary)  
● Quiz 6 Due 10/27 at 11.59 PM  
● Guided discussion due 10/21 by 2.25 pm: Intelligent lives  
● Service Learning Reflection #1 Due on Canvas 10/21 |
| 8    | 10/28 | ADHD & Emotional/Behavioral Disorder                                | ● Emotional and Behavioral Disorder (Landrum, 2011)  
● Who cares about Kelsey (Documentary) Disturbing inequities (Lossen et al., 2014)  
● Quiz 7 Due 11/03 at 11.59 PM  
● Guided discussion due 10/28 by 2.25 pm: Who cares about Kelsey |
| 9    | 11/04 | Autism Spectrum Disorders                                           | ● Autism is a World (Documentary)  
● Quiz 8 Due 11/10 at 11.59 PM  
● Guided discussion due 11/04 by 2.25 pm: Autism is a World. |
| 10   | 11/11 | Speech and Language Impairments Service Learning In-class          | ● The Locked-in Man (Podcast)  
● Chapter 1 (Language and Language Disorders) of Teaching Students with |

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| 11   | 11/18| Hearing Impairments | ● Documentary: Sound and Fury  
● Defending Deaf Culture: The case of cochlear implants (Sparrow, 2005)  
● **Quiz 10** Due 11/24 at 11.59 PM  
● **Guided discussion** due 11/18 by 2.25 pm: *Sound and Fury* |
| 12   | 11/25| Individuals with Visual Impairments | ● Podcast: How to become Batman  
● Including Children with Visual Impairment (Fast, 2018)  
● **Quiz 11** Due 12/01 at 11.59 PM  
● **Guided discussion** due 11/25 by 2.25 pm: *How to become Batman.*  
● Service Learning Reflection #3 Due on Canvas 11/25 |
| 13   | 12/02| Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities | ● Gleason (A documentary)  
● What does participation mean? (Hammel et al., 2008)  
● **Quiz 12** Due 12/08 at 11.59 PM  
● **Guided discussion** due 12/02 by 2.25 pm: *Gleason*  
● Service Learning Project Q&A |
| 14   | 12/09| Individuals who are gifted and talented | **Last face to face class**  
● TBA  
● **Quiz 13** Due 12/16 at 11.59 PM  
● **Final Service Learning Paper** Due on Canvas Due Date: 12/09 |