

EDS 301 Introduction to Exceptionalities (WI)

Semester: Fall 2012

Time: MWF, 9:00-9:50

Location: CC201

Professor: Lori H. Leaman

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Course Description:

A course designed to provide a general overview of disabilities, giftedness, and other developmental issues related to conditions such as attention deficit disorder. This course will include an introduction to historical perspectives, theories, characteristics, medical aspects, educational implications, language development, and ethical issues in the practice of special education. These topics will be viewed in the context of normal patterns of development and the dynamic influence of culture/language and the family system. This course is a writing intensive (WI) course. (3 sh content).

Teacher Education Outcomes:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Outcomes:

Annotations following each objective are the EMU Teacher Education Program goals.

Legend: S denotes Scholarship; I-Inquiry; PK-Professional Knowledge; C-Communication; CA- Caring Relationships;

Annotations following each objective are the CEC 04' Standards.

Legend: Standard 1 denotes foundations; S2-Development and Characteristics of Learners; S3-Individual Learning Differences; S4-Instructional Strategies; S5-Learning Environments and Social Interactions; S6-Language; S7-Instructional Planning; S8-Assessment; S9-Professional and Ethical Practice; S10-Collaboration;

1. Knowledge of the foundation for educating students with disabilities including [S. PK, S]
 - a) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice and gifted education. (CC1K1)

- b) Characteristics of children and youth with disabilities and other developmental issues (e.g. giftedness, ADHD, etc.) relative to age varying levels of severity, and developmental differences manifested in cognitive, linguistic, cultural/religious, socioeconomic, physical, psychomotor, social, or emotional areas. (CC 2 and 3)
 - c) Medical aspects of disabilities (including ADHD). (CC 2)
 - d) The dynamic influence of the family system and cultural/environmental (e.g. racial, socioeconomic, religious) milieu and related issues pertinent to the education of students with disabilities, including the rights and responsibilities of students, families and school personnel. (CC1K4, CC1K7)
 - e) Determine the relationship of special education to the organization and function of educational agencies. (CC1K3)
 - f) Understanding of the contribution of culturally diverse groups and the impact of differences in values, languages, and customs that can exist between the home and school. (CC1K8, CC1K10)
 - g) Understanding of ethical issues and the practice of accepted standards or professional behavior (CC9S1)
2. Knowledge of the Learning Environments for educating students with disabilities including:
- a) Understanding of the demands of learning environments including, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC5K1, CC5K4)
 - b) Demonstration of entry level knowledge of strategies for preparing individuals to live harmoniously, and productively, allowing individuals to retain and appreciate their own and each other's respective language and cultural heritage in a culturally diverse world. (CC5K7, CC5K8, CC5K9, CC5K10)
3. Knowledge and understanding of the definitions, theories, characteristics, etiology and learning and behavioral support needs of students accessing the general curriculum with specific Learning Disabilities, Emotional disturbance; Mental retardation; Developmental delay; Autism; Other health impaired; Traumatic brain injury; and Multiple disabilities. These include [S, PK] (CC1K5, CC2K1,2,3,5,6,7, CC3K1,3.4)
- a) specific age-span/developmental issues;
 - b) cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking;
 - c) levels of severity;
 - d) language development;
 - e) cultural/ethnic, religious, and socioeconomic factors,
 - f) social/emotional/behavioral aspects including social imperceptiveness, delinquency, and personal control attributes; and
 - g) medical aspects including medication, nutrition, genetics, and neurology
 - h) effect on individuals life and self-determination.

Required Text/Readings:

APA. (2010). APA Tutorial: 6th edition. Retrieved from <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Heward, W. L. (2013). *Exceptional children: An introduction to special education (10th ed)*. Upper Saddle River, NJ: Pearson.

McIntosh, P. (1990, Winter). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36. This article may be retrieved from <http://ted.coe.wayne.edu/ele3600/mcintosh.html>

Virginia Department of Education. (2010). *Parent's guide to special education*. Richmond, VA: Author. Download from http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

*Research articles, as assigned.

Texts for Writing Intensive Project:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Lunsford, A. A. (2009). *The everyday writer* (4th ed.). Boston: Bedford-St. Martin's.

Helpful websites (links listing): <http://www.emu.edu/academic-support/writing/online-resources/helpful-resources/>

Research-based Journal articles: Students will be asked to use the *Academic Search Elite* or *Education Research Complete* (EBSCO) databases of Hartzler Library to access research-based journal articles for supplemental class readings and for use in the research project.

Course Requirements:

Attendance and Participation: Much of the value of EDS 301 is the sharing of ideas, thoughts and philosophies. Classroom communication about experiences, ideas and suggestions are a significant part of what is gained from this class. Students are expected to attend all class sessions except in emergency circumstances. Various class activities will be assigned, including discussions of current media updates on exceptionalities, reading children's/youth literature about persons with exceptionalities, etc. In the case of absence, class participation points will not be granted and the student is responsible for the material presented in class. Due to the interactive nature of the course format, everyone is granted 10 participation points at the beginning of the semester: 1 pt is deducted for every absence* and points may be deducted for lack of effort in class participation. In the case of absence, class participation points will not be granted and the student is responsible for the material presented in class and to contact the professor for make-up work*. If you have a situation or problem that makes attendance at any session difficult, please contact me prior to the start of class. *(At professor's discretion. eg. university-related absence, impact of university-wide health alerts, etc.).

Students are expected to give *Sports Schedules/Field Trip Absence dates to the professor by August 31st*.

ELN Response Grids: Students will be asked to write a response to one or more of the concepts or activities presented in class or in assigned readings regarding the characteristics and theory of Exceptional Learning Needs (ELN). These "response grids" are designed to focus on the essential elements of each exceptionality: identification, characteristics between and among individuals with and without each exceptionality, impact of the exceptional condition on learning and throughout life, language development, identification of services/ providers that may be needed, and the impact of the family and cultural/linguistic diversity on learning for students with exceptional learning needs (ELN). Students must complete 6 out of the 10 grids. However, all of the grids indicated with a * must be completed.

Research/Brochure Project: As an EMU "writing intensive course", EDS 301 is also designed to enhance your writing and to ensure that you are familiar with APA format. You will (a) write a research paper, and (b) create a brochure that addresses one question frequently asked by families with children who have a high-incidence disability.

(a) *Research Paper* (due Nov 14): You will write a research paper about an exceptionality and its impact on individuals learning and quality of life. First, choose an age level (elementary, adolescent, adult). To guide your research, you will develop three research questions derived from the course objectives and that focus on *impacts* of the exceptionality on the individual (eg. learning, behavior, interactions with others, and life as a contributing member of the community). Research the topic and write a 12-20-page (or writing that reflects an equivalent quality of exemplary depth of research) APA (6th ed) formatted research paper addressing the issue. Draw on class discussions, readings, and research. You should clearly define each section of the paper, and write analytically about each topic listed below and each of your 3 research questions. You may choose to interview a student, teacher, parent or administrator and incorporate that data/perspective into your analysis; however, please see the professor for the style/scope of such interview data. The research paper must be original, and not comprised of research you conducted for other courses/purposes. The paper will contain the following components (Project Guidelines will be distributed in class).

1. Introduction

2. Background
3. Characteristics
4. 3 research questions: **the majority of the paper is dedicated to this section of the paper.**
5. See rubric and EMU writing standards for other criteria.

(b) *Brochure (due Nov 19)*: Then design a computer generated, three-fold informational brochure for parents/caregivers addressing **one question frequently asked by families** with children who have a high-incidence disability. The question does not necessarily have to be one of the questions from your research paper. Sample topics that are often among these life-span issues might include: dating, building friendships, classroom accommodations, sibling relationships, occupational issues, discriminatory practices, etc. Synthesize the information into a brochure of professional quality that could literally be distributed in a school setting to parents. More specific guidelines/criteria can be found in the rubric and assignment description handout.

Group Presentation (Dec 5): Groups of students will address one of the following issues as it relates to children with a high-incidence disability: medical/health aspects; multicultural influences; recent brain research; or language development. Each group will present, within 25 minutes, the results of their reading and research. The information must be current & comprehensive. The purpose is to raise awareness and develop sensitivity toward students with ELN and their families. The method of presentation may vary but should include a typed handout for class participants with key information about the topic. At least 6-8 resources should be used. A grading rubric will be distributed in class.

Exams: Three exams will be given assessing information presented in the readings, classroom discussion and presentations. (The first two exams will be worth approximately 24 pts. each and the final exam will be worth approximately 20 pts)

Evaluation:

Intensive Writing Project	approx. 25% (84 pts)
ELN Response Grids (6 of the 10 grids)	approx. 36% (120 pts)
Group Presentation	approx. 14% (approx 48 pts)
Exams	approx. 21% (approx 70 pts)
Class Participation in Learning Activities	approx. 3% (10 pts)

TOTAL 332

Grading Scale w/approximate values

Percentage	Points	Grade
96 - 100	318-332	A
94 - 95	312-317	A-
92 - 93	305-311	B+
89 - 91	295-304	B
86 - 88	285-294	B-
83 - 85	275-284	C+
79 - 82	262-274	C
75 - 78	249-261	C-
67 - 74	222-248	D
66 - 0	Below 222	No Credit

Late Policy: 10% is deducted per day, for late work.

Class Format: Instructional strategies used in this course will vary depending on student needs. They may include: A) **Expository Mode** - lecture, media presentations, explanations, panels, reports, debates, resource persons and student presented research, B) **Inquiry Mode** - questioning interpreting, classifying, self-directed study, testing hypotheses, observing or synthesizing, C) **Demonstration Mode** - exhibits, simulations, games, modeling, field trips and case studies, and D) **Activity Mode** - role-playing, constructing, preparing exhibits, dramatizing, processing, group work, and field trips.

PARTICIPATION/ATTENDANCE POLICY:

Students are expected to attend all class sessions except in emergency circumstances. In the *case of absence, class participation points will not be granted* and the student is responsible for the material presented in class. Every class member is expected to participate in classroom discussions and assignments, and a portion of the final grade is achieved through attendance and participation. Much of the value of EDS 301 is the sharing of ideas, thoughts and philosophies. Classroom communication about experiences, ideas and suggestions are a significant part of what is gained from this class. If you have a situation or problem that makes attendance at any session difficult, please feel free to talk to me. Students are expected to complete all reading assignments and demonstrate familiarity with the reading in written and oral form. Additional readings will be assigned throughout the semester.

COMMUNICATION: All students are expected to regularly check Moodle and EMU email as a means of course communication and receiving updates from the professor.

CELL PHONE POLICY: Participation in class is based on a professional model of interaction. Please do not use cell phones or electronic devices during class (this includes texting and internet use). Please remember to turn off all cell phone ring tones just as you would for teaching in the K12 setting.

ACADEMIC INTEGRITY:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

WRITING TUTORS:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

EARLY GRADED EXPERIENCE: First and second-year students enrolled in this course will receive a grade of satisfactory (SA), warning (WA), or UN (unsatisfactory) after the fifth week of the semester. This grade is intended to provide students with feedback on their academic performance and engagement in this course. Students who receive a

WA or UN grade will be expected to discuss with me, within one week of receiving their grades, plans for improving their performance in this course.

Notification of Change:

The dynamics of this course may necessitate the contents of the syllabus to change, in order to enhance the learning environment and achievement of course outcomes. Thus, the syllabus is subject to change, as needed, at the discretion of the professor. Such changes will be forwarded to the student in written form.

Tentative Course Outline:

Date	Topic	Reading Assignment	Assignment Due
Week 1: August 29, 31	<i>Introduction to the course.</i> <i>What informs our work with exceptional children today?</i> Foundations of SPED: -History, Theory & Purposes -Laws, Students and Staff -CEC standards 1,2,3 Text theme: The Purpose and Promise of Special Education	Chapter 1	Turn in Sports schedule/Field Trip notifications to Lori by Aug 31 (if applicable) Friday: Present your assigned focus question
Week 2: September 3, 5, 7	<i>What great IDEAS safeguard the rights of exceptional children?</i> The New IDEA: The process of special education Collaboration and Teaming IEP LRE IFSP Inclusion (Continued on next page!) Transition <i>Text theme: Planning and Providing Special Education Services</i> RTI Model <i>Sept 7: Without Pity: A film about Abilities</i>	Chapter 2	
Week 3: September 10, 12, 14	-Learning and Motivational Theories -Establishing Goals and Objectives -Accommodations and Modifications and Related Services Introduction of WI project	Assigned readings Begin Ch. 3	
Week 4: September 17, 19, 21	Meeting the needs of students who are culturally and linguistically diverse --Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society -Support for family involvement -Understanding families of children with disabilities -Developing and maintaining family professional partnerships -Methods of home-school communication -Article by McIntosh -Article on Related Services (<i>Intervention</i> , 29 (4)) -Case Studies (Harry, Klingner, & Cramer) Sept 19: RESEARCH/WRITING INTENSIVE DAY (Bring laptops to Lib Instruction Lab-3 rd floor)	Chapter 3; MacIntosh article (See syllabus, p. 2) Harry article <i>APA Tutorial (6th edition)</i> —see syllabus, p. 2	Sept 17: 3 Questions for Research Paper DUE By Sept 21: complete the APA tutorial (see syllabus, p. 2 Required Readings)
Week 5: September 24, 26, 28	Intellectual Disabilities: -Definitions -Characteristic -Etiology -Educational approaches	Chapter 4	

Week 6:	Learning Disabilities	Chapter 5	*ID Grid Due
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October 1, 3, 5	-Definitions -Characteristics -Etiology -Educational approaches		Oct 1
Week 7: October 8, 10, 12	Emotional or Behavioral Disorders: -Definitions -Characteristics -Etiology -Educational approaches	Chapter 6	*LD Grid Due Oct 8 First draft of Research paper DUE Oct 12 Sign-up for next week's WI conference
Week 8: October 15, 17, 19	Oct 15: Exam Oct 17 Writing Conferences Oct 19 Communication Disorders		EXAM 1: Oct 15 *ED Grid Due Oct 15
Week 9: Oct 22 Break Oct 24, 26	Communication Disorders -Definitions -Characteristics -Etiology -Educational approaches Oct 26: Begin Autism	Chapter 8	ALERT: 2nd draft of Research paper due Oct 29
Week 10: Oct 29, 31, Nov 2	Autism Spectrum Disorder -Definitions -Characteristics -Etiology -Educational approaches	Chapter 7	2nd draft of Research paper due Oct 29 Communication Grid Due Oct 31
Week 11: November 5, 7, 9	Deafness and Hearing Loss (HI) -Definitions -Characteristics -Etiology -Educational approaches Introduction of Group Research Presentation assignment (MAC lab)	Chapter 9	*Autism Grid Due Nov 5 ALERT: Final Paper due Nov 12
Week 12: November 12, 14, 16	<i>What is the meaning of "ADD?"</i> Attention Deficit Disorder: -Definitions, Characteristics & Educational Implications (OSEP articles)	Ch. 11 Research article (Perry, Hatton, & Kendall, 2005)	HI Grid Due Nov 12 FINAL PAPER DUE: Nov 14
Week 13: November 19 Nov 21-23 Thanksgiving	Blindness and Low Vision (VI) -Definitions -Characteristics -Etiology -Educational approaches	Chapter 10	*ADHD grid due Nov 19 Brochures due Nov 19

Week 14: Nov 26, 28, 30	EXAM 2 OHI <i>What does "OHI" mean?</i> <i>What is the nature of physical disabilities?</i> Other Health Impairments: -Definitions & Characteristics -Educational Implications Medical Aspects of Disabilities	Chapter 11	Exam 2: Nov 26 VI grid Nov 28
Week 15: December 3, 5, 7	<i>What does "TBI" mean in education?</i> Low Incidence Disabilities; Severe/Multiple disabilities, Traumatic Brain Injury: -Definitions & Characteristics -Educational Implications <i>Tentative guest speaker</i> Dec 5: Group Research Presentations Gifted and Talented - Definitions -Characteristics -Etiology -Educational approaches	Chapter 12 Chapter 13	OHI grid due Dec 3 Group Research Presentations on Dec 5
Week 15 extended: Dec 10	English Language Learners How do we facilitate "ability"? Exam Review	Sheets/Cartledge readings readings	G/T Grid Due Dec 10
Dec 12, 1:30	FINAL EXAM		FINAL EXAM

Professional Knowledge Base:

- Beirne-Smith, M., Ittenbach, R., & Patton, J. (2006). *Mental retardation*. Upper Saddle River, NJ: Merrill.
- Bender, W. (2008). *Learning disabilities: Characteristics, identification, and teaching strategies*. Boston: Pearson.
- Bender, W., & Shores, C. (2007). *Response to Intervention: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.
- Bos, C., & Vaughn S. (2009). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn & Bacon.
- Cartledge, G., Gardner, R., & Ford, D.Y. (2009). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom*. Upper Saddle River, NJ: Pearson.
- Culinan, D. (2002). *Students with emotional and behavior disorders*. Upper Saddle River, NJ: Merrill.
- Drew, C. J., & Hardman, M.L. (2007). *Mental retardation: A lifespan approach*. Upper Saddle River, NJ: Prentice Hall.
- Gleckel, E.K., & Koretz, E.S. (2008). *Collaborative individualized education process: RSVP to IDEA*. Upper Saddle River, NJ: Pearson.
- Hallowell, E.M. (1992). *What's it like to have ADHD?* Mount Laurel, NJ: Attention Deficit Disorder Association. Retrieved August 25, 2007, from <http://www.faslink.org/adhdlike.htm>
- Harry, B., Klingner, J. & Cramer, E. (2007). *Case studies of minority student placement in special education*. New York: Teachers College.
- Haslam, R.H., & Valletutti, P.J. (1996). *Medical problems in the classroom* (3rd ed.). Austin, TX: Pro-Ed.
- Hefflin, L., & Alaimo, D. (2007). *Students with autism spectrum disorders*. Upper Saddle River, N.J.: Pearson Education.

- Heward, W. (2009). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Merrill.
- Holsopple, J. (Producer). (2008). *See Viktor learn: An EMU video documentary* [DVD]. Harrisonburg, VA: Visual and Communication Arts Department, Eastern Mennonite University.
- Hulett, K. E. (2009). *Legal aspects of special education*. Upper Saddle River, NJ: Pearson.
- Kauffman, J.M. (2009). *Characteristics of emotional & behavioral disorders of children & youth*. Upper Saddle River, NJ: Merrill.
- Lewis, R., & Doorlag, D. (2007). *Teaching special students in general education classrooms* (6th ed.). Columbus, OH: Merrill.
- McIntosh, P. (1990, Winter). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36. This article may be retrieved from <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Myles, B. (2005). *Children and youth with Asperger Syndrome*. Thousand Oaks, CA: Corwin Press.
- OSEP. (2004). *The disorder named AD/HD*. Landover, MD: The National Resource Center on ADHD. Retrieved August 25, 2007, from <http://www.help4adhd.org/documents/WWK1.pdf>
- Perry, C.E., Hatton, D., & Kendall, J. (2005, October). Latino parents' accounts of Attention Deficit Hyperactivity Disorder. *Journal of Transcultural Nursing*, 16(4), 312-321.
- Salend, S.J. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Upper Saddle River, NJ: Merrill.
- Sheets, R.H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston: Pearson.
- Teaching Exceptional Children* (Nov/Dec 2008), 41(2). Effective inclusion strategies issue.
- Teaching Exceptional Children* (Sept/Oct 2009), 42(1). Autism issue.
- Wehman, P., & Kregel, J. (Ed.) (1997). *Functional curriculum for elementary, middle, and secondary age students with special needs*. Austin, TX: Pro-Ed.
- Yell, M.L. (2006). *The law and special education*. Upper Saddle River, N.J.: Pearson Education.
- Ysseldyke, J.E., Algozzine, B., & Thurlow, M.L. (2000). *Critical issues in special education* (3rd ed.). Boston: Houghton Mifflin.

Writing Intensive Project: Research Paper

	Exemplary Demonstration: Exceeds CEC standards		Competent Demonstration: Meets CEC Standards	Does Not Meet Expectations or CEC standards		
CRITERIA (Professional Association benchmark—CEC) (Corresponding link to EMU writing std—see p. 4)	4 points	3 points	2 points	1 point	0 Partial project; no project.	Score (Weighting towards the final course grade)
Research Questions: Intro (EMU criteria: <i>Content—purpose</i>)	Meets Level 3 criteria and provides clear hypotheses and insight regarding the research questions.	Clearly identifies 3 research questions that explore the impact of the exceptionality on the individual.	Clearly identifies 2 research questions that explore the impact of the exceptionality on the individual.	Partially identifies a thread of research regarding the exceptionality.		(__x1=__)
Background: Theoretical, historical and legal foundations (CEC 1) (EMU Criteria: <i>Content, Structure</i>)	Meets Level 3 criteria; AND provides insight and connections.	Clearly articulates the “theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”	Identifies some of the theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”	Partially identifies some of the theoretical, historical and legal foundations of the treatment of individuals with exceptional learning needs”		(__X 2= __)
Characteristics of the Learner with ELN (CEC 2) (EMU Criteria: <i>Content, Structure</i>)	Meets Level 3; AND provides breadth and depth in the descriptions. Characteristics section clearly prepares the reader for understanding the following sections of the paper.	Clearly articulates the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”	Identifies some of the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”	Partially identifies some of the “similarities and differences, and the characteristics, between and among individuals with and without this exceptionality”		(__X 2 = __)
Impact of Diversity (CEC 3) (EMU Criteria: <i>Content, Structure</i>)	Meets Level 3; AND provides insightful analysis of impact of diversity on the ELN. Diversity section clearly identifies how diversity may cause additional complexities when providing services for this type of exceptionality.	Clearly identifies the impact of the language, culture and familial background (all 3) on the individual’s exceptional condition. Identifies how diversity of language, culture, or family background adds additional elements to consider when treating/servicing this individual.	Identifies some of the impact of the language, culture and familial background on the individual’s exceptional condition”	Partially identifies some of the impact of the language, culture and familial background on the individual’s exceptional condition”		(__X 2 = __)
Individual Learning Differences and the Impact (CEC 2,3) (EMU Criteria: <i>Content, Structure</i>)	Meets Level 3; AND provides insightful analysis regarding the impact of the ELN. Conclusion provides for deep connections between the impact of the exceptionality and the	Clearly addresses 3 questions frequently asked by families of children evidencing a specific disability; clearly articulates an aspect of this particular exceptional learning need and its impact on the individual’s learning, behavior,	Addresses 2 questions asked by families of children evidencing a specific disability; identifies the impact of the exceptional learning need on the	Does not addresses a question frequently asked by families of children evidencing a specific disability;		(__X 5= __)

	resulting services that special educators and other professionals/family should provide.	interactions with others, and life as a contributing member of the community. Conclusion clearly addresses the connection between needs of the individual and what special educators and other professionals/family should provide.	individual. Conclusion mentions what teachers and family should do to help the individual.	partially identifies the impact of the ELN on the individual. Conclusion is weak.		
Citations & format (EMU criteria: <i>Source Integrity</i>)	Cites 6+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format; at least 12 pages in length or equivalent quality that reflects exemplary depth.	Cites 5 scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format; at least 12 pages in length or equivalent quality that reflects very good depth.	Cites 4 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format; at least 12 pages in length or equivalent quality that reflects competent depth.	Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format; less than 12 pages in length or poor quality of depth		(__X2 = __)
Writing Intensive Drafts	Fully met all “writing intensive” draft deadlines and met for peer/instructor writing conferences		Met all “writing intensive” draft deadlines.	Did not meet all “writing intensive” draft deadlines and met for peer/instructor writing conferences		(__X2 = __)
EMU writing Standards (EMU criteria: <i>Style, Conventions</i>)	Reflects “A” work according to EMU’s undergraduate level writing standards. **Expanded below, on next pages.	Reflects “B” work according to EMU’s undergraduate level writing standards. **Expanded below, on next pages.	Reflects “C” work according to EMU’s undergraduate level writing standards. **Expanded below.	Reflects less than “C” work according to EMU’s undergraduate level writing standards. **Expanded below		(__X2 = __)
Brochure: Individual Learning Differences and the Impact (CEC 2,3)	Meets Level 3 criteria AND adds intriguing, creative style to the brochure; concise but in-depth information is provided.	Brochure clearly articulates the appropriate age level and developmental level of the child and clearly addresses one aspect of the ELN that impacts individual learning, behavior, and life integration. Clearly answers parent questions. Research-based. Includes resources/references.	Brochure articulates the appropriate age level and developmental level of the child; references the impact of the ELN	Brochure does not articulate the appropriate age level and/or developmental level of the child and does not clearly address any issue of the ELN		(__X2 = __)
Brochure: Format and Organization	Meets Level 3; AND demonstrates high levels of competence in using technology to produce the quality.	Professional presentation; organized and attractive format that uses color and a font size and style that is easily read	Organized and attractive format that may use some color and/or a font size and style	Disorganized and/or unattractive format that contains spelling errors		(__X1 = __)
Total						/84

****Undergraduate Writing Rubric**

Criteria	A excellent	B good	C minimal expectations	D to F below expectations; may be unacceptable
Content (quality of the information/ideas and sources/details used to support them)	- shows clarity of purpose - shows depth of content - applies insight and represents original thinking - demonstrates quality and breadth of resources	- shows clarity of purpose - shows substantial information and sufficient support - represents some original thinking - uses quality resources	- shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources	- lacks clear purpose - is superficial in content - lacks original thinking - uses resources of poor quality - includes factual or logical errors - may not follow the instructions in content or length
Structure (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - uses some awkward transitions	- uses inadequate, irrelevant or illogical development and transitions
Style (appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)	- is concise, eloquent, and rhetorically effective - composes varied sentence structure	- displays concern for careful expression - composes some varied sentence structure	- displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés	- is simplistic - composes ineffective sentence style - applies limited vocabulary with jargon and clichés - is clearly below expectations for college students
Conventions (adherence to grammar rules: usage, mechanics)	- composes well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually composes well-constructed sentences - makes several errors - makes word choices that distract the reader	- does not compose well-constructed sentences - confuses readers with many errors - makes frequent inappropriate word choices
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style	- cites sources for all quotations - mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style	- does not cite sources for all quotations - less than credible paraphrases, often not cited correctly - little to no evidence of source usage - may not include a reference page or is very weak - makes many errors in documentation style
The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				