

note, by a phone call, or email message of the reason for missing the quiz in order to be excused from taking the quiz on the scheduled date.

2. One Internet research paper, 4-5 pages. Grades for late submission of papers will be reduced by 7.5 points (one-half a grade).
3. 5 out-of-class assignments will be assigned (to be scheduled with computing center).
4. 10 brief in-class assignments will be given on an unscheduled basis.

Quizzes:

There will be 11 quizzes scheduled throughout the semester with the 10 highest scores counting toward each student's grade. Test items will be taken primarily from Study Lists that are handed out throughout the semester. Terms from these lists are defined and described in the reading assignments. Please note that class lectures will cover some but not all terms on the study list. However, students are responsible for understanding ALL concepts on the study list when preparing for the quizzes. You can also expect some test questions on to include information conveyed through videos, class lectures, or class activities. Most quizzes will consist of 15 multiple choice items, though some quizzes may consist of short answer questions. If you feel that the answer you chose for a test question is better than the answer keyed as correct, submit your case in writing to the instructor. Some test items may also be deleted if found to be ambiguous or poorly stated.

There will be no re-taking of quizzes or make-up of missed quizzes. If you were excused by the instructor from taking a quiz as scheduled, a make-up assignment will be given to you by the instructor that will be due at the next class meeting.

Research Paper:

One paper 4-5 pages in length is required. Guidelines and outline for the paper are attached to this syllabus. Additional internet sites will be added at another class meeting. If you receive a poor score for your paper, you may rewrite it.

Extra Credit work:

Studying the text and writing the paper are sufficient work for this class and grades will be assigned solely on the basis of quizzes, papers, in-class assignments, and out of class assignments.

Grading:

Grades will be assigned on the basis of the number of points accumulated during the semester. The maximum number of points is 300.

10 Quizzes (15 pts. each)	150
Internet research paper	75
10 in-class assignments (5 pts. each)	50
5 out-of-class assignments (5 pts. each)	<u>25</u>
Total	300

- A (90-100%) = 270-300
- B (80-89%) = 240-269
- C (70-79%) = 210-239
- D (60-69%) = 180-209
- F (under 59%) = 179 and below

Internet Research Paper

This paper shall consist of 4-5 type written pages on a topic of the student's choice that is related to a topic from one of the chapters covered in our textbook. The student is to find and read at least 2 articles on the topic. The purpose of this paper is to demonstrate your critical thinking skills by selecting at least two articles with different points of view on the same topic. Additional articles included in your paper should support one of the two points of view that are the focus of your paper. **Please provide the internet location (web address) for each article along with your paper.** Your paper will be incomplete without these addresses.

Your paper should consist of the following sections:

- I. Introduction: one paragraph describing your paper topic and to which chapter(s) in our book it is related. Also describe why you have selected this topic.
- II. Summary of the articles read for this paper.
 - A. the main ideas of each paper
 - B. the important findings reported in the paper
 - C. how the main ideas and important findings relate to information in our book
- III. A critical analysis including your opinions as to whether you agree and/or disagree with the author's conclusions and why.
 - A. discuss each author's assumptions about the topic
 - B. evaluate the evidence ~~presented~~ **presented by the authors and determine** if the evidence appropriately supports their assumptions and whether their findings are valid, in other words, are the findings of their study are based on sound research.
 - C. evaluate the conclusions reached by the authors and discuss whether you think their conclusions are supported or not supported by the evidence presented in their study
 - D. compare and contrast the two points of view—on what points do they agree or disagree
 - E. what are you own conclusions based on the information presented by the two articles.

Course Outline and Calendar

Date	Topics	Readings/Assignments
1/12	Introduction, Thinking Critically	Introduction, Chapter 1
1/14	Neuroscience, Genetics, and Behavior	Chapter 2
1/19	Neuroscience, Genetics, and Behavior	Chapter 2
1/21	Quiz on chapters 1 and 2 The Developing Child	Chapter 3
1/26	The Developing Child	Chapter 3
1/28	Adolescence and Adulthood	Chapter 4
2/2	Adolescence and Adulthood	
2/4	Quiz: Chapters 3 and 4 Sensation (video)	Chapter 5
2/9	Perception	Chapter 6
2/11	Quiz: Chapters 5 and 6 States of Consciousness (video)	Chapter 7
2/16	States of Consciousness, Learning	Chapters 7 and 8
2/18	Learning	Chapter 8
2/23	Quiz: Chapters 7 and 8 Memory (video)	Chapter 9
2/25	Memory	Chapter 9
3/2	Quiz: Chapter 9 Thinking and Language (video)	Chapter 10
3/4	Thinking and Language	Chapter 10
3/9	Quiz: Chapter 10 Intelligence (video)	Chapter 11

3/11	Intelligence	Chapter 11
3/16	Quiz: Chapter 11 Motivation (video)	Chapter 12
3/18	Emotion	Chapter 13
3/30	Emotion	Chapter 13
4/1	Quiz: Chapters 12 and 13 <u>INTERNET RESEARCH PAPER DUE</u> Personality (video)	Chapter 14
4/6	Personality	Chapter 14
4/8	Quiz: Chapter 14 Psychological Disorders (video)	Chapter 15
4/13	Psychological Disorders, Therapy	Chapters 15 and 16
4/15	Therapy	Chapter 16
4/20	Quiz: Chapters 15 and 16 Social Psychology (video)	Chapter 18
4/22	Social Psychology	Chapter 18
4/29	Social Psychology	Chapter 18
5/3	Final Quiz: Chapter 18 8-10 AM	

Service Learning Syllabus

Purpose:

Service learning involves students volunteering in a community agency or program in which the volunteer activities are directly related to the course content. The objective is to relate the academic content with real life situations and experiences in the community in order to enhance learning beyond the classroom and campus. Through the service learning experience, the student will learn to make connections between community work and course content. By reflecting on their service learning experiences as they relate to course content, students will enhance their critical thinking skills, examine their values, and develop civic responsibility.

Sites:

Kid's Kitchen Community Service Project, Palolo Elementary School
After School Tutorial Program, Prince Jonah Kuhio Elementary School

Service Learning requirements:

1. Volunteer at least one hour per week until the end of the semester. Starting date will be determined by the schedule you work out with the site. If you miss one week, you need to make up that hour during another week within the semester. Attendance will be monitored by the site supervisor.
2. You must submit a weekly journal (due every Tuesday, content should pertain to the previous week's experience) in which you reflect on the personal meaning of your service *while also relating* course content with your volunteer experiences. The format for these weekly journals will be "semi-structured" *in that you will* receive specific items to respond to from the instructor in addition to more open-ended questions on your experience.

Grading:

1. Students' grades will be based on requirements outlined in the course syllabus with the exception that for students involved in the service learning activity weekly journals will take the place of the Internet research paper and the 5 out-of-class assignments. Grading for the journals will be based on timely submission of journals, thoughtful responses to all items, and your ability to relate your experiences to the course content. Journals will be worth up to 100 points toward your final grade.

Rivera
ED 604R – Kauai
Assignment #1

1. Three things that are going well in my class
 - a. Physical room arrangement: This is very important for several reasons 1) I serve a profoundly autistic child who benefits from structure, 2) I serve a child with cerebral palsy whose equipment must be accommodated, 3) traffic patterns for these and other children must be clear yet unobstructed as they go about their different routines, 4) activities for physical, occupational and speech therapy must be planned for in the same space, and 5) the classroom is very small. It has taken some time, careful thought, and considerable effort to arrive at an arrangement that takes all of the above into account. I think I have finally come to one that does so and even allows for some flexibility as the students' needs change over the course of the year. I was fortunate to get suggestions and feedback from several resource people including an autism specialist, experienced special education teachers who have known the children over time, district resource teachers, and the OT and PT.
 - b. Teaching my autistic student to use a communication system for transitions between activities during the school day. Teaching my autistic student to use a communication system for transitioning from activity to activity during the school day:
When I took this position, I read in the previous teacher's notes that using concrete objects as communication devices with this child was one of his goals. Only a couple had been tried with him, and those were received with mixed results. I read more about this and other systems. The emphasis in all was placed on assisting the student to know what to do next, a sort of scheduling device. I also attended two autism workshops at which this issue was addressed. I decided to stay with the object system due to the student's developmental level and the fact that he had had some success with it. He now has 17 transition objects and can check his own "schedule" (a special table) as well as use 10 objects independently. This is quite remarkable in so short a time. The next objective is to begin matching these objects to a photo at the destination they indicate. When he can do that, I will pair objects with picture cards, and hope to eventually use only picture cards. It is hoped that this will provide a foundation for future expressive as well as receptive communication. He is totally nonverbal currently (age 5).
 - c. Team building: I have never worked with severely impaired students before, nor have I worked with related service providers in a school setting although I am familiar with different therapies having been a medical social worker. In my new setting, working with other professionals is a daily occurrence and essential part of the children's curricula, so clearly, I had a lot to learn. Fortunately, I am blessed with a marvelous team (OT, PT, SLT, nurse, and psychologist) which has taught me how to work with

the children to meet their individual needs. This includes things like how to lift and transfer, toilet, teach life skills, sensory integration, assistive technology, and so much more. At first having so many adults coming and going in the room was confusing and disruptive, but as we got to know one another we began to work better together and support one another's efforts. I guess what I appreciate the most is how we listen to each and share feedback. Some difficult IEP's that we have had to work through together have stressed all of us, but instead of ending up at odds with each other, we have become a more cohesive and effective service team.

2. What I want to learn in this course

- More about different strategies for behavior management
- Are the same strategies effective for different disabilities?
- I have questions about the long term efficacy of behavior modification
- Writing and using a behavior management plan
- How can I determine a student's learning needs and find an effective strategy for him/her quickly?