**Auburn University**

**Course Syllabus**

**Department of Special Education, Rehabilitation, and Counseling**

# **Basic Course Info**

**1. Course Number:** RSED 3000, Fall 2019

**Course Title**: Diversity and Exceptionality of Learners

**Credit Hours**: 3 semester hours

**Prerequisites:** majoring in education, 2.0 GPA

**Co-requisites:**  none

**Instructor: Alexcia J. Moore, M.Ed.**

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**Office Hours: Thursdays 11am-12pm, or by appointment**

I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

**2. Term:** Fall 2019

**Day/Time:** Thursday, 12:30 p.m. – 3:00 p.m.

**Date Syllabus Prepared**: Updated April 2019; August 2019

**3. TEXTBOOK:**

Required: MyLab Education with Pearson eText 2.0 – Instant Access – for Including Students with Special Needs: A Practical Guide for Classroom Teachers, 8th edition by Marilyn Friend and William D. Bursuck. ISBN-13: 9780135204894

Hard copy also available to purchase **with** eText if desired for $20. Option to buy is in mylab feature on Canvas.

Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed.). Upper Saddle River, NJ: Pearson Education.

**4. COURSE DESCRIPTION:** Exploration of philosophical, social, cultural, and individual factors that have shaped the civil rights of and education for individuals with disability; examination of educational experiences of diverse learners and teachers’ roles and responsibilities with respect to teaching all students in inclusive classrooms.

**5. STUDENT LEARNING OUTCOMES:**

*Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development; organization and management; cultural, ethnic and social diversity; special needs diversity; collaboration; and local, state, and federal laws.*

1. Discuss exceptionality as a type of diversity in the classroom. *(290-3-3-.03 4.7)*
2. Discuss the educational rights for individuals with disabilities. *(290-3-3-.34 (2)(a)2.(i))*
3. Discuss self-determination and advocacy as they relate to the rights of persons with disability.
4. Identify and discuss the legal foundations for persons with disabilities*.( 290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
5. Identify various modes of service delivery in public schools for students with disabilities. *(290-3-3-.03 4.8)*
6. Discuss collaboration strategies for professionals who serve students with disabilities. *(290-3-3-.34 (2)(j)2.(i))*
7. Identify and discuss general characteristics and impact of high and low incidence disabilities on learning and development. *(290-3-3-.03 4.7) (290-3-3-.34 (2)(b)2.(i))*
8. Identify stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning *(290-3-3-.34-(2)(b)2.(i)*
9. Identify and discuss disabilities served under Section 504 and others with special learning needs. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
10. Identify and discuss effective instructional strategies that are inclusive of all students. *(290-3-3-.03 4.8)*
11. Develop appropriate accommodations and/or modifications for students with disabilities. *(290-3-3-.03 4.8)* *(290-3-3-.36 (1)(c)1.(ii))*
12. Identify classroom management strategies. *(290-3-3-.03 4.8)*
13. Recognize the steps in the special education process. *(290-3-3-.34 (2)(a)2.(i)) (290-3-3-.03 5.5)*
14. Describe how to access school, community, state and other resources and referral services. *(290-3-3-.34 (2)(j)2.(i))*

# **6. TENTATIVE COURSE CONTENT & SCHEDULE**

Note: Learning outcomes compiled from: Friend, M. & Bursuck, W. (2019). *Including students with special needs: A practical guide for classroom teachers.* (8th ed). Upper Saddle River, NJ: Pearson Education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Assigned Readings**  **(to be completed prior to class)** | **Learning Activities (due Thursdays @8am unless noted)** |
| **Week 1**  **8/22** | **Syllabus**  **Chapter 1 (Sections 1.1 and 1.2)** - The Foundation for Educating Students with Special Needs  *Learning Outcomes:*   * *Explain fundamental terms and concepts that describe special education, including those in federal law* * *Explore significant factors that have shaped contemporary special education services* | Syllabus  Chapter 1 (1.1-1.2)  \*Self-checks recommended |  |
| **Week 2**  **8/29** | **Chapter 1 (1.3 and 1.4)** - The Foundation for Educating Students with Special Needs  *Learning Outcomes:*   * *Analyze key themes that characterize today’s educational priorities for students with disabilities, including prevention, high expectations and accountability, evidence-based practices, and inclusiveness* * *Describe categories of disabilities addressed in federal law and note other special needs students may have*   **Chapter 2 (All sections)** – Special Education Procedures and Services  *Learning Outcomes:*   * *Analyze the roles and responsibilities of the individuals who may participate in educating students with disabilities.* * *Identify the steps teachers should take in deciding whether an identified student need might indicate the presence of a disability* * *Describe the process through which a student may become eligible to receive special education services, including the role that parents play throughout that process* * *Name the components of individualized education programs (IEPs) and provide examples of them* * *Outline the types of services that students with disabilities may receive and the settings in which they may receive them* | Chapter 1 –  (1.3-1.4)  Chapter 2 (all) | Chapter 1 Quiz |
| **Week 3**  **9/5** | **Chapter 3 (All sections)** – Building Partnerships Through Collaboration  *Learning Outcomes:*   * *Explain the technical meaning of the term* collaboration*, analyze the role of collaboration in providing services to students with disabilities, and clarify how it is influencing the roles and responsibilities that you have as a general education teacher* * *Describe common collaboration-based applications for students with disabilities and other special needs, including shared problem solving, co-teaching, teaming, and consulting, and consider your role in each of them* * *Identify ways you can work effectively with parents to successfully educate students with special needs, even if their views about their child differ from yours* * *Explain your responsibilities when working with paraprofessionals, and explore ways you can enhance collaboration with them* | Chapter 3 (all) | Chapter 2 Quiz |
| **Week 4**  **9/12** | **Chapter 4 – Assessing Student Needs**  *Learning Outcomes:*   * *Explain how general education teachers can contribute significantly to the assessment process* * *Describe the use of high stakes, standardized achievement, psychological tests, and alternate assessment in making education decisions for students with special needs* * *Provide accommodations and modifications for students with disabilities on standardized tests* * *Define curriculum-based assessment; explain its benefits; construct types in basic academic skills, content-area knowledge and independent learning skills; and use to make decisions involving special education* | Chapter 4 (all) | Chapter 3 Quiz |
| **Week 5**  **9/19** | **Exam 1**  **(Chapters 1-4)** |  | Chapter 4 Quiz |
| **Week 6**  **9/26** | **Chapter 5 – Planning Instruction by Analyzing Classroom and Student Needs**  *Learning Outcomes:*   * *Describe how to apply the steps of the INCLUDE decision-making process to adjust instruction for students with disabilities and other special needs in your classroom* * *Analyze the major components of classroom organization with respect to how they can have an impact on students with disabilities* * *Describe the various ways students can be grouped for instruction in an inclusive classroom and analyze the impact they may have on students with special needs* * *Analyze classroom materials and instructional methods with respect to their potential impact on students with disabilities* | Chapter 5 (all) | **Disability Today Paper Due**  ***Disability Today Presentations*** |
| **Week 7**  **10/3**  ***Class will meet via online***  ***No class 10/10 – Fall Break*** | **Chapter 6 – Students with Low Incidence Disabilities**  *Learning Outcomes:*   * *Describe what it means to say that a student has a low-incidence disability and apply the INCLUDE strategy to effectively instruct these students in your classroom* * *Outline the characteristics of students with autism spectrum disorder (ASD) and the supports they need* * *Describe the characteristics of students with moderate, severe, and multiple disabilities, including intellectual disabilities and deaf-blindness, and the supports general educators can provide for them* * *Explain the characteristics of students with sensory impairments (vision or hearing loss) and the supports general educators can provide for them* * *Explain the characteristics of students with physical, medical, and health impairments and the supports general educators can provide for them* | Chapter 6 (all) | Chapter 5 Quiz |
| **Week 8**  **10/17** | **Chapter 7 – Students with High Incidence Disabilities**  *Learning Outcomes:*   * *Explain what is meant by high-incidence disabilities and describe their prevalence and the key elements of the federal definitions for each of the high-incidence categories* * *Apply the INCLUDE strategy to adjust your classroom instruction to meet the needs of students with communication disorders* * *Analyze classroom demands and the academic characteristics and needs of students with learning, behavioral, and mild intellectual disabilities and explain how you can adjust your instruction to meet their needs using the INCLUDE strategy* * *Analyze the social and emotional characteristics and needs of students with learning and behavioral disabilities, including how you can meet these needs in the classroom* | Chapter 7 (all) | Chapter 6 Quiz  ***Disability Today Presentations*** |
| **Week 9**  **10/24** | **Chapter 8 – Students with Special Needs Other Than Disabilities**  *Learning Outcomes:*   * *Describe student protected under Section 504 and general educators’ responsibilities for effectively teaching them* * *Explain accommodations and other instructional adjustments general education teachers can make to address the special needs of students with attention deficit-hyperactivity disorder (ADHD)* * *Outline how general educators provide appropriate instruction for students who are gifted and talented* * *Discuss how cultural diversity influences education, critically analyzing your own response to students from cultures other than your own and your skills for addressing their needs, including those who also have disabilities* * *Discuss how general educators can effectively teach students at risk for school failure, including students affected by poverty, abuse or neglect, substance abuse, and other factors, including those who have been identified as having disabilities* | Chapter 8 (all) | Chapter 7 Quiz  ***Disability Today Presentations*** |
| **Week 10**  **10/31** | **Exam 2**  **(Chapters 5-8)** |  | Chapter 8 Quiz |
| **Week 11**  **11/7** | **Chapter 9 – Adjusting Instruction**  *Learning Outcomes:*   * *Discuss how you can analyze your basic skills instruction and describe how you can adjust it for students with disabilities and other special needs* * *Discuss how you can analyze your content-area lessons and explain how you can make them more accessible* * *Discuss how you can analyze and adjust independent practice activities for students* * *Describe strategies for involving parents in teaching their children* * *Discuss how you can analyze classroom materials and activities and modify them for students with moderate to severe intellectual disabilities* | Chapter 9 (all) | ***Disability Today Presentations*** |
| **Week 12**  **11/14** | **Chapter 10 – Strategies for Independent Learning**  *Learning Outcomes:*   * *State ways that teachers can encourage student self-awareness, self-advocacy, and self-determination* * *Explain how teachers can create their own learning strategies* * *Describe the steps involved in teaching learning strategies, analyzing each step and discussing why it is important for building independent strategy usage* * *List, describe, and justify the teaching of research-based learning strategies in the areas of reading and reading comprehension; listening and note taking; written expression; math problem solving; and time and resource management, and explain how they can be applied to the students you will be teaching* * *Explain how methods of teaching learning strategies can be applied to helping students perform strategies independently*   **Chapter 11 – Evaluating Student Learning**  *Learning Outcomes:*   * *Analyze demands that occur before, during, and after classroom testing and describe adjustments that can be made for students with special needs* * *Describe and provide a rationale for grading practices that can benefit all of your students* * *Explain when and how report card grades can be individualized for students with special needs* * *Explain the potential benefits of using performance-based and portfolio assessments with students with disabilities. Identify features of each that may cause problems for students with disabilities, and describe adjustments that could be made to ameliorate these difficulties* | Chapter 10 (all)  Chapter 11 (all) | Chapter 9 Quiz  ***Disability Today Presentations*** |
| **Week 13**  **11/21** | **Chapter 12 – Responding to Student Behavior**  *Learning Outcomes:*   * *Outline classroom strategies that promote students’ positive behavior and prevent misbehavior* * *Explain simple techniques for responding to individual student misbehavior* * *Describe the purpose of a functional behavior assessment (FBA) and steps for deciding how to respond to chronic, inappropriate individual student behavior* * *Outline systematic approaches for increasing positive behaviors and decreasing negative behaviors* * *Identify how to help students manage their own behavior* | Chapter 12 (all) | Chapter 10 Quiz  Chapter 11 Quiz  ***Disability Today Presentations***  **Personal Perspective Paper** |
| **Week 14**  **12/5** | **Exam 3**  **(Chapters 9-12)** |  | **Chapter 12 Quiz Due 12/2 @8am** |

# **7. COURSE REQUIREMENTS:**

**A. Learning Activities**: Throughout the semester there will be learning activities. These activities may include small group and independent assignments (e.g., group projects, quizzes, reflections, and summary papers) and *may or may not be announced ahead of time*. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. In case of an absence, a University approved excuse must be presented to make up any learning activities. You must be present in order to complete AND turn in on-campus learning activities.**(see Attendance Policy and** [**Student Policy eHandbook**](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f)**) (TOTAL 25% of final grade)**

1. **Personal Perspective Paper**: Students will **interview** either a parent or other family member of a person with a disability, or a special education teacher or professional who works with students with disabilities (e.g., speech/language pathologist, occupational therapist, physical therapist, guidance counselor). Questions might focus on the individual’s current responsibilities, how they have changed over time, how attitudes and expectations have changed over time, and what they find challenging and rewarding. Students will then write a paper that summarizes (1-page) the major concepts or themes that were discussed in the interview. Students will then reflect on what has been learned and how it will affect their personal/professional development and placing what has been observed, learned, and heard in the context of the class materials and themes (1-2 pages). The personal perspective paper should be 2-3 pages in length and should accurately and professionally explore a theme(s) or principle(s) highlighted in the interview, class readings, and/or during a class discussion.
2. **Disability Today Paper and Presentation**: Students will peruse newspapers, magazines, television programs, movies, and other popular media for information about or portrayal of individuals with disabilities. Students will then choose, summarize, and reflect on one-two of their findings, providing evidence of at least one of their findings. Students will then write a paper discussing how individuals with disabilities are portrayed in the popular media and how this might influence their own thinking about their roles and responsibilities for working with students with disabilities in their classrooms. Students will then present their paper to the class. The personal perspective paper should be 1-2 pages in length and presentations should be no more than 5 minutes in length.

**B. Examinations**: There will be three exams during the semester. The first exam will cover material from the beginning of the semester through the first exam. The second exam will cover material presented after the first exam through the last class period before the second exam is scheduled. The third exam will cover material presented after the second exam through the last class period before the third exam is scheduled and could contain material from early examination periods **(TOTAL 75% of final grade – each exam is worth 25% of your final grade)**

# **8. GRADING AND EVALUATION:**

**Requirements:**

Learning Activities 25%

Exam 1 25%

Exam 2 25%

Exam 3 25%

TOTAL 100 %

**Grading Scale:**

90-100 A

89-80 B

79-70 C

69-60 D

Below 59 F

***Alabama Quality Teaching Standards and Candidate Proficiencies***

*The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College’s conceptual framework. Students will be informally assessed on a course-appropriate subset of these proficiencies throughout the semester. The candidate proficiencies assessed in this course are highlighted on Attachment A.*

*The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. If the instructor determines that a student is not demonstrating competence in any of the proficiencies, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.*

# **9. CLASS POLICIES:**

**Attendance:** Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.

**Excused absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be specified by the instructor.

**Assignments:** Written assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in the day they are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment.

**No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Attachment A - RSED 3000**

**Indicators from the Alabama Quality Teaching Standards**

This standard is taught and assessed in this class.

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| --- | --- | --- |
| Alabama Standard/Rule | Alabama Quality Teaching Standards |  |
|  | **Program Specific** | **Course Assessment** |
| 290-3-3-.34  (2)(b)2.(i) | Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning. | Exam 2 |

|  |  |
| --- | --- |
| Alabama Standard/Rule | Alabama Quality Teaching Standards |
| **Standard 4** | **Diversity** (Special Needs) |
| 290-3-3-.03 4.7 | Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention |
| 290-3-3-.03 4.8 | Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities |
| **Standard 5** | **Professionalism** |
| 290-3-3-.03 5.5 | Complies with local, state, and federal regulations and policies |
|  | **Program Specific** |
| 290-3-3-.34 (2)(a)2.(i) | Current federal and state laws and regulations governing and/or impacting on programs for students with exceptionalities. |
| 290-3-3-.34 (2)(a)2.(iii) | Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services. |
| 290-3-3-.34 (2)(e) 2 | Knowledge of research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports. |
| 290-3-3-.34 (2)(j)2.(i) | Roles of professionals, students and families as members of a collaborative team. |
| 290-3-3-.34 (2)(j)2.(i) | Strategies for promoting coordination and collaboration between special education services and general education. |

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| **Criteria** | **Points**  **Personal Perspective Paper Rubric** | | | | **Score** |
| **10** | **8** | **5** | **0** |
| **Content** | | | | | |
| **Interview**  Interview is from a parent or family member of a person with a disability or; a special education teacher or professional who works with students with disabilities. | Information from interview is gathered from an appropriate resource and is related to topics discussed in class. |  |  | Information not gathered from the appropriate source and/or does not relate to topics covered in class. |  |
| **Paper** | | | | | |
| **Summary**  Summary reflects an in depth understanding of topics discussed in the interview. | Content reflects a broad understanding of topics discussed in the interview. | Content reflects an appropriate level of topics discussed in the interview. | Content reflects a limited or inconsistent level of topics discussed in the interview. | Content lacks understanding of topics discussed in the interview. |  |
| **Quality of Reflection**  Develops and substantiates a thoughtful reflection of what has been learned and how it will affect your personal/ professional development, making connections to topics and themes covered in course. | Very strong and thoughtful statements given throughout that reflect knowledge  of content covered in class, the interview and how it will affect personal/ professional development. | Many good statements given, with only minor problems, that reflect knowledge  of content covered in class, the interview, and how it will affect personal/ professional development. | Some decent statements, but some significant problems. Some reflection of content covered in class, the interview, and how it will affect personal/ professional development. | Few or no  real thoughtful statements, or all statements given had significant problems, and does not reflect knowledge  of content covered in class, the interview, and how it will affect personal/ professional development. |  |
| **Organization and Clarity**  Main arguments and responses are outlined in a clear and orderly way*.* | Completely clear and orderly presentation of main ideas. | Mostly clear and orderly presentation of main ideas. | Clear presentation of main ideas in some parts but not overall. | Unclear and disorganized presentation of main ideas throughout. |  |
| **Spelling/Grammar, Length of Paper**  No more than 2 errors in spelling, grammar, punctuation, style or writing conventions Total length of paper is a minimum of 3 pages. The summary is required length of at least 1 page. Reflection is the required length of at least 2 pages. | Paper is a minimum of 3 pages with a minimum of 1 page for the summary and 2 pages for the reflection. No more than 2 errors in spelling, grammar, punctuation, style or writing conventions |  |  | Paper is not the required length for the total pages, summary, and/or reflection. More than 2 errors in spelling, grammar, punctuation, style or writing conventions |  |

**Disability Today Paper and Presentation Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Rating** | | | | **Score** |
| **20** | **15** | **10** | **0-5** |  |
| **Content** | | | | | |
| **Resource**  *Information is gathered from an appropriate source (i.e., newsmagazine, newspapers, magazines, television programs, movies, and other popular media) related to topics and themes covered in class. Resource is included in submission.* | Information is gathered from an appropriate resource and is related to topics and themes discussed in class.  Resource is included in submission. |  |  | Information gathered does not relate to topics covered in class.  Resource is not included in submission. |  |
| **Paper** | | | | | |
| **Summary**  *Summary reflects an understanding of current related issues discussed in resource and makes connections to content covered in class.* | Content reflects a broad understanding of current related issues, and makes connections to content covered in class | Content reflects an appropriate level of understanding of current related issues, and makes connections to content covered in class | Content reflects a limited or inconsistent level of understanding of current related issues, and lacks an appropriate level of connections to content covered in class. | Content lacks understanding of current related issues and/or has limited evidence |  |
| **Organization and Clarity**  *Main arguments and responses are outlined in a clear and orderly way.* | Completely clear and orderly presentation of main ideas | Mostly clear and orderly presentation of main ideas | Clear presentation of main ideas in some parts but not overall | Unclear and disorganized presentation of main ideas  throughout |  |
| **Quality of Reflection**  *Develops and substantiates a thoughtful reflection and advocates for individuals with disabilities, demonstrating knowledge of history, instructional practices, and relevant laws.* | Very strong and thoughtful statements given throughout that reflect knowledge  of history, instructional practices, and relevant laws. | Many good statements given, with only minor problems, hat reflect knowledge  of history, instructional practices, and relevant laws. | Some decent statements, but some significant problems, that reflect history, instructional practices, and relevant laws. | Few or no  real thoughtful statements, or all statements given had significant problems, that reflect knowledge  history, instructional practices, and relevant laws. |  |
| **Presentation** | | | | | |
| **Delivery**  *Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids.* | Good volume and energy; proper pace  and diction; avoidance of distracting  gestures; professional appearance;  visual aids used effectively | Adequate volume and energy; generally  good pace and diction; few or no distracting  gestures; professional appearance; visual  aids used adequately | More volume/energy needed at times;  pace too slow or fast; some distracting  gestures or posture; adequate  appearance; visual aids could be  improved | Low volume or energy; pace too slow  or fast; poor diction; distracting  gestures or posture; unprofessional  appearance; visual aids poorly used |  |