

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

**School of Teacher Education
College of Community Innovation and Education
University of Central Florida
Fall 2021**

Course Title: EEX 4070 - Teaching Exceptional Students

Credit Hours: 3 semester hours

Instructor: Dr. Dan Ezell

Time and Location: Online Weekly with **REQUIRED WEEKLY PARTICIPATION**

Office: Building # 3, Room 276 Cocoa Campus

Phone: (321) 433-7943

E-Mail: dan.ezell@ucf.edu

***Office Hours:**

***Available Office Hours and Schedule:**

Wed. 12:00p.m to 5:00pm (*ONLINE in Canvas Chat or Zoom or Phone Conference*)

by appointment

Thurs. 9:00 a.m. to 12:00p.m. (*ONLINE in Canvas Chat or Zoom or Phone Conference*)

by appointment

* Can also meet other virtual hours via Zoom or chat on Canvas.

* Other times including evenings and nights are available via phone conference.

***Please make appointments via email** dan.ezell@ucf.edu

*During the semester office hours are subject to change due to required faculty meetings, so please make appointments by email.

REQUIRED MATERIALS:

Required Text: Hallahan, D. P., Kaufman, J. M., & P.C., Pullen. (2019). *Exceptional learners: An introduction to special education*. Boston, MA: Merrill Publishing Co.

ISBN# 9780134806372 or ISBN# 9780134806921



“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

COURSE DESCRIPTION:

Development and practice of effective teaching and management strategies for elementary general education teachers to use when working with students with mild disabilities, exceptional needs and at-risk in mainstream and inclusive settings. The course promotes the development of pre-service teachers as they grow into facilitating, reflective practitioners.

LEARNING OBJECTIVES & STATE OF FLORIDA/COMPETENCIES

Key to objectives: ESE= Florida Subject Area Competencies, CEC = Council of Exceptional Education Competencies, FEAP = Florida Educators Accomplished Practices, ESOL = English for Speakers of Other Languages

STATE OF FLORIDA/COMPETENCIES

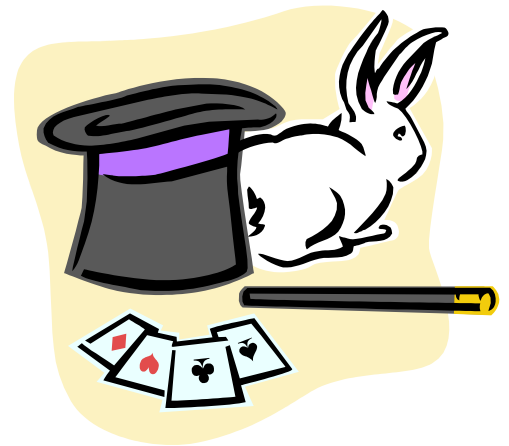
1. Describe and discuss the legal issues that have impacted exceptional education (ESE 1.1; FEAP 1.a.).
2. Describe state and federal legislation and state board rules pertaining to exceptional education (ESOL 5.1.e; ESE 1.1; FEAP 1.a).
3. Describe the current trends and attitudes affecting the provision of service in exceptional education as well as those related to students from a diverse cultural and linguistic background (ESE 1.10; CEC1.1, 6.2; ESOL 1.1.a; FEAP 2.h)
4. Identify legal and ethical issues related to confidential student information (ESE 2.2; FEAP 1.a).
5. Recognize the major components of the Individuals with Disabilities Education Act (IDEA) (ESE 1.1;1.4; CEC 1.2).
6. Recognize the major components of an IEP (ESE 1.5; CEC 1.2; FEAP 2.h).
7. Recognize the continuum of services available in exceptional student education. (ESE 1.6; CEC 2.1; FEAP 3.h)
8. Identify current definitions of exceptionalities, related terms, and acronyms (ESE 2.2).
9. List and discuss the physical, psychological, educational and behavioral characteristics of students with disabilities as compared to students without disabilities (ESE 1.2, 1.3; CEC1.1, 1.2; FEAP 3.h)
10. Explain the present and historical definitions and classification systems in education for students with disabilities (ESE 1.2, 1.4; CEC 6.2)
11. Identify prevalence /incidence frequency of students with disabilities (ESE 2.1);
12. Identify major contributors and professional organizations (CEC 6.4, 6.5; FEAP 5.e)
13. Identify uses of technology for exceptional students (ESE 5.3; 3.5; CEC 3.3, 5.2 5.3; FEAP 3.g, 3.i)

NOTE: All competencies will be met and elaborated through the:

- Reading assignments
- Practicum experience
- Quizzes (Chapter Assessments)
- Exams
- Weekly Learning Assignments

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
COURSE CONTENT:

1. Exceptionality and Special Education
2. Current Practices for Meeting the Needs of Exceptional Learners
3. Multicultural and Bilingual Aspects of Special Education
4. Parents and Families
5. Learners with Intellectual and Developmental Disabilities
6. Learners with Learning Disabilities
7. Learners with Attention Deficit Hyperactivity Disorder
8. Learners with Emotional and Behavioral Disorders
9. Learners with Autism Spectrum Disorders
10. Learners with Communication Disorders
11. Learners Who Are Deaf or Hard of Hearing
12. Learners with Blindness or Low Vision
13. Learners with Low-Incidence, Multiple, and Severe Disabilities
14. Learners with Physical Disabilities and Other Health Impairments
15. Learners with Special Gifts and Talents



“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

**** Typing Instructions: Everything that you turn in must be typed. Use the following guidelines: margins must be 1", lines must be doubled spaced, and characters must have a font size of 12 pt.*****

IMPORTANT: This course is taught online with various content presentations. Please be sure to read all documents posted, watch ALL videos, participate in weekly chapter discussions, complete weekly learning activities, and MOST importantly pay careful attention to due dates for assignments as this is NOT a self-paced course.

Special Note: ALL assignments are to be uploaded on via the webcourse in the Assignment Submission drop boxes. Assignments are not accepted via email.

Assignments are graded only if they are submitted via the Assignment Submission drop boxes.

ViaLiveText Requirement: Your Lesson Plan Adaptation from the Adapt a Lesson assignment using the nine adaptations, should be uploaded into the UCF CCIE Assessment System within ViaLiveText to continuously monitor performance mastery for continuous program improvement.

TESOL Notebook: All of the assignments have the potential to be included in your TESOL notebook because all assignments should be completed with ESOL learners in mind, but ultimately it is your choice which assignments to include in your notebook. The lesson adaptation assignment (**Adapt a Lesson**) and the **Materials Modification Assignment** as well as the File Folders/Learning Cards are acceptable assignments for your notebook. Caution: Please print your grades PRIOR to the end of the semester. After the semester ends, access is not available to print grades.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

COMPONENT 1

Teachers in Action: **GAIN INSTRUCTOR APPROVAL PRIOR TO STARTING THIS PROJECT.** Because of our new challenge of Covid-19, you may do this project remotely and help a family or organization remotely. All of your 15 community service hours can be done remotely. The video explanation was created pre-Covid-19, but all remote ideas will be considered. When you submit your idea for approval, also include your Plan of Action. In the Plan of Action explain the steps you are going to take to be able to accomplish your project. Please see TIA Module for more details. You will be completing a 15 hour service-learning project that involves persons with disabilities in your community.

You will submit pictures from your community service project with at least one of you at the location of your project (or with you working remotely on your projects).

Please see “Tips and Frequently Asked Questions” at the end of the syllabus for more information.

Teachers in Action with Persons with Disabilities through High-Tech High-Touch Service-Learning is a partnership of the University of Central Florida and United Cerebral Palsy (UCP) of Central Florida that engages undergraduate education majors and other future teachers in meaningful service-learning activities with persons with disabilities. Launched in August 2009, *Teachers in Action* meets important needs of both populations, offering essential field experience for aspiring teachers while providing much-needed programming for local children and adults with special needs. The partnership creates an infrastructure that helps UCF's College of Education better prepare its students for work with persons with disabilities. **Although our main partnership is with UCP, your 15 of service can be completed anywhere.**

Teachers in Action participants create or choose a 15-hour service-learning project involving persons with disabilities in their community. After completing these 15 hours, students create a narrated PowerPoint presentation that summarizes the project — including early perceptions, actual experiences, and on-going reflections.

Participation in *Teachers in Action* is a requirement of 4070 and must have a narrated PowerPoint included to be graded.

COMPONENT 2

Adapt a lesson: Adapt a lesson plan using the "Nine Types of Adaptations" format. Please follow the format provided online. This handout goes over the nine adaptations. You can select a lesson plan you find on the internet or it can be a lesson you create. Submit the lesson AND adaptations in the nine areas listed in the handout. At least two adaptations must explicitly incorporate content based ESOL strategies. Please note that you must list separately the nine adaptations. Please number from 1-9 and list the adaptations and how you would apply them to your specific lesson. **You can indicate where the adaptations would be implemented in your lesson, but you must list them separately so I can clearly see all nine adaptations.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

COMPONENT 3

Because of our new challenge of Covid-19, you may complete this project at home or virtually. Example: Cook and clean with the use of only one arm.

Individual Learning Activity: Participate in an individual learning activity of your choice. The purpose of the learning activity is to further advance your knowledge in an area of special education, which would be meaningful to you. (For example: Go out into the community in a wheelchair to such sites as stores, campuses, or inaccessible places and observe how you felt and were treated by others. Write your reactions in a journal reflecting on the experience and your deeper understanding of what it means to have a physical disability. Another example: Go into an advance calculus class (assuming you are not at the advance level of this subject) and take notes to simulate having a learning disability). Please note that I have surveyed many people with disabilities over the years and they have all indicated they are honored that people would attempt to walk a mile in their shoes, but they also have indicated that you should be respectful as you participate in this project. It would not be appropriate for you to get up from the wheelchair in the middle of grocery shopping. Take your simulation seriously and most importantly be respectful to the disability you are taking on. **Submit a one-page reflection with one picture of you during the project.**

COMPONENT 4

Adaptation Project: Adapt a general instructional activity for content designed for use in a daily lesson for an exceptional learner whose needs are such that some teaching considerations will make possible for this student to learn. Your project must be tangible and have manipulatives or other tangible interactive components. It must go beyond abstract ideas. In addition, describe how this project could be used in a lesson plan. Describe how this accommodation or modification activity or method will help the student with special needs learn more effectively. Include a minimum of one page explanation and reflection with pictures of your adaptation project. **You will submit pictures of your creation with at least one of you actually holding your work.**

COMPONENT 5

Because of our new challenge of Covid-19, you may complete this project remotely.

Example: Facetime a teacher or have a phone conference. Take a screenshot of your during your interview as your documentation.

Inclusion Interview: Using the topic of inclusion, interview one of the following: principal (assistant principal), special education teacher, or general education teacher. Based on your interest you will create interview questions, but the topic must remain on inclusion. Write a one page overall summary of your interview to include the questions you asked and why you asked the questions you asked. In addition, write a one-page reflection. Your reflection should include your opinions and feelings as it relates to the knowledge you gained from the interview. This is not an online or on the phone interview. You will need to schedule an actual face-to-face

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
meeting with someone. A small group of students may interview the same person at the same time as long as each person completes his/her own individual questions, write-up and reflections. **You will submit at least one picture of you with the person you interviewed. Please ask permission ahead of time so the person you are interviewing will know you need a picture to document your interview. All of the pictures submitted for this assignment and other assignments are only used for grading purposes and will not be published online or in print.**

COMPONENT 6

Research Activities

Weekly Webcourses Assignments: Respond to weekly essay questions/issues/dilemmas/simulations and problem-solving activities posted via WEBCOURSES throughout the semester. These assignments will be posted weekly in the Weekly Learning Activity forum/discussion on the class web page. You will post an original response and also respond to a peer. You must also give feedback to the person who responds to your post. The week begins Sunday at and ends the following Sunday, but you must post your original post by WEDNESDAY of each week. **Please see “Tips and Frequently Asked Questions” at the end of the syllabus for more information on how this process works.** **Active participation** in class discussions and activities are required. Must watch all videos and read all documents and write reflections. Submit a paragraph reflection for each video. **In order to successfully complete the assignments with peer interaction, plan to be on-line the course’s WEBCOURSES class page at least 3 times per week and actively participate in activities/discussions.**

Journal Article Summary: two (2) journal articles (2000-2021) from professional journals. One article is your choice and one must be:

Ezell, D., & Klein-Ezell, C. (2003, December). M.A.G.I.C. W.O.R.K.S. (Motivating Activities Geared to Instilling Confidence—Wonderful Opportunities to Raise Kids Self-Esteem. *Education and Training in Developmental Disabilities*, 38(4).

Submit a one-page write-up. Submit a one paragraph summary of the article and the rest of the page should be a reflection on the issue discussed in the article. The reflection should be on your thoughts and opinion on the issue discussed in the article, not how well the article was written.

COMPONENT 7

Materials Modification Assignment: Student will select an elementary textbook of their choice from the content areas of science, social studies, history, or health. Students ***will analyze the textbook***. Start your report by listing the title and grade level of your elementary textbook. Included in the analysis will be a grade level readability, a general overview of the text and the structural organization (i.e., how the information is highlighted in the text, broken into sections, consistency in format of chapters, etc.), a statement about the value of the graphics, pictures, tables and charts, and anticipated difficulties for English as a second language learners (ESOL) with regards to terms used (i.e., slang terms, figurative references, or other terms/vocabulary that may result in comprehension difficulties, etc.) to explain concepts in the chapter. Student will select ***one chapter*** in the textbook and produce adjustments, modifications, and **TWO**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
supplemental vocabulary-building activities to meet the needs of a student with special needs and ESOL learners with disabilities. Please note that you must actually create the vocabulary-building activities. You will need to take pictures of the vocabulary activities to include along with the write-up. **You will submit pictures of your creation with at least one of you actually holding your vocabulary activities.** Submit an explanation of the adjustments, modifications, and activities, along with your created materials.

COMPONENT 8

Chapter Reflections

Weekly Chapter Discussions: Each person will summarize a topic of interest from each chapter and pose a question to the group, by **WEDNESDAY of each week**. The question should be an open ended question to ponder. You will need to answer one of your classmates each week. **Give feedback to the person who responds to your question.** Please note that the due date is the date to finish the discussion process, not start the discussion. Post before **WEDNESDAY each week** so it will give your classmates enough time to answer your question. If someone has already answered a question, select another person. There may be times when you do not have any other option, but if there is an unanswered question, answered it. If all questions are answered by WEDNESDAY, you may select to answer a question that has already been answered. **Please see “Tips and Frequently Asked Questions” at the end of the syllabus for more information on how this process works.**

Dr. Dan VIDEOS: Watch the Dr. Dan videos each week and provide a paragraph reflection for each video. The reflection should consist of your thoughts and opinions on the content presented and not merely a summary of the content. Videos are available from the course homepage. Scroll down on the homepage and you will see the video titles. Click on the link and it will take you to the video.

COMPONENT 9

Interactive Activities

File Folder Game: Develop one interactive file folder game designed for a student with special needs. Included on the game folder should be the student directions/rules. Also include on a removable index card, the game objective(s), the material(s) needed, and the modification(s) available. The game/activity must be interactive with the folder. You may NOT use a “tic-tac-toe” board, a crossword puzzle, a dot-to-dot board, Bingo, or any other similar worksheet type games/activities. Include detailed pictures or video of your work. **You will submit pictures of your creation with at least one of you actually holding your work.** Also include a half page write-up with a description of the game and reflect on how you would use it in the classroom.

Learning Cards: Develop two **Instructional Learning Cards** designed to accommodate different learning needs. One side of the learning card will have a picture (e.g. a picture of the Florida Black Bear) and the other side will have the facts about the picture. Include pictures of your learning cards. **You will submit pictures of your creation with at least one of you actually holding your work.** Include a paragraph write-up to describe how you would include

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
the learning cards in a lesson.

COMPONENT 10

Examinations and Completion Points

Quizzes

Complete two (2) **online exams** during the course.

Complete a **comprehensive final**.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

COMPONENT EVALUATION CHART EEX 4070

Component #	Component Description	Points	Due Date
1	Teachers in Action	200	9/26 Approval and Project Plan of Action 11/14 Narrated PowerPoint Presentation
2	Adapt a lesson	200	9/19
3	Individual Learning Activity	200	10/03
4	Adaptation Project	200	10/10
5	Inclusion Interview	200	10/17
6	WEEKLY LEARNING ACTIVITIES Journal Articles	150 50	WEEKLY 1 st 9/12 2 nd 10/17
7	Materials Modification (textbook)	200	10/31
8	Chapter Reflections	200	WEEKLY
9	File Folder Game	100	11/07
	Learning Card	100	11/07
10	Quizzes	50	WEEKLY
	Exam 1	50	10/3
	Exam 2	50	10/31
	Comprehensive Final	50	12/5
Extra Credit due: 12/5 TOTAL POINTS:		2000	

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

GRADE RANGE: A plus /minus grading system will be used

GPA points and letter grade	% Range	Point Range
4.00 A	95-100	1900-2000
3.75 A-	92-94	1840-1899
3.25 B+	90-91	1800-1839
3.00 B	87-89	1740- 1799
2.75 B-	84-86	1680- 1739
2.25 C+	82-83	1640-1679
2.00 C	79-81	1580-1639
1.75 C-	76-78	1520-1579
1.25 D+	74-75	1480-1519
1.00 D	71-73	1420-1479
0.75 D-	68-70	1360-1419
0.00 F	67 and below	1359 and below

Grade of Incomplete

A grade of “I” (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can be completed in a short time following the end of the term. The student is responsible to arrange with the instructor for the completion of the requirements of the course. A student cannot graduate from the University with an “I “ on the transcript. The incomplete must be changed within twelve months of the last day of the semester or prior to graduation from the University, whichever comes first. Unresolved incomplete grades will automatically be changed to “F” by the Registrar according to the University calendar the following semester. You must submit your request in writing to the instructor.

“As of Fall 2014 all faculty are required to document students’ activity at the beginning of each course. To document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27, 2021. Failure to do so may result in a delay in the disbursement of your financial aid.”

**Watch the “Syllabus Talk” video and reflect.
Complete Weekly Learning Activity #1.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

Chapter Reading Schedule

Weekly Chapter Discussions: Each person will summarize a topic of interest from each chapter and pose a question to the group, by **WEDNESDAY of each week**. The question should be an open ended question to ponder. You will need to answer one of your classmates each week.

Give feedback to the person who responds to your question. Please note that the due date is the date to finish the discussion process, not start the discussion. Post before **WEDNESDAY each week** so it will give your classmates enough time to answer your question. If someone has already answered a question, select another person. There may be times when you do not have any other option, but if there is an unanswered question, answered it. If all questions are answered by WEDNESDAY, you may select to answer a question that has already been answered.

Please see “Tips and Frequently Asked Questions” at the end of the syllabus for more information on how this process works.

Start on 8/29 and finish by 9/5 Chapter 1

Start on 9/5 and finish by 9/12 Chapter 2

Start on 9/12 and finish by 9/19 Chapter 3

Start on 9/19 and finish by 9/26 Chapter 4

Start on 9/26 and finish by 10/03 Chapter 5

Start on 10/03 and finish by 10/10 Chapter 6

Start on 10/10 and finish by 10/17 Chapter 7

Start on 10/17 and finish by 10/24 Chapters 8

Start on 10/24 and finish by 10/31 Chapter 9

Start on 10/31 and finish by 11/07 Chapters 10 and 11

Start on 11/07 and finish by 11/14 Chapters 12 and 13

Start on 11/14 and finish by 11/21 Chapters 14 and 15

August 27

For Assignment Submission 1, submit documentation for the following:

1. **Syllabus Talk Video (4pts):**
2. **Weekly Learning Activity1 (3pts):**
3. **Submit a sentence that states you have reviewed the Tips and Frequently Asked Questions**

August 29

For Assignment Submission 2, submit documentation of your work for the following:

1. **Meet Dr. Dan Video**
2. **Weekly Learning Activity 2: (3pts):**
3. **Submit one sentence to let me know that you have listened to the audio explanation of the Journal Article Summary assignment.**

September 5

For Assignment Submission 3, submit documentation of your work for the following:

1. **No No Terms Video from Dr. Dan (4pts):**
2. **Weekly Learning Activity 3: (3pts):**
3. **Chapter One Reflections and Responses (13pts)**
4. **Submit a sentence that states you have reviewed the M.A.G.I.G. W.O.R.K.S. article.**
5. **Submit a sentence that states you have reviewed the explanation of the TIA assignment.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

September 12

For Assignment Submission 4, submit documentation of your work for the following:

1. **Weekly Learning Activity 4: (3pts):**
2. **Chapter Two Reflections and Responses (13pts)**
3. **Chapter 1 Video Review from Dr. Dan (4pts)**
4. **Journal Article Summary 1: M.A.G.I.C. W.O.R.K.S. (25pts)**
5. **Submit a sentence that states you have listened to the audio explanation of the Adapt a Lesson assignment and reviewed the Adapt a Lesson document/handout.**

September 19

For Assignment Submission 5, submit documentation of your work for the following:

1. **Weekly Learning Activity 5: (3pts):**
2. **Chapter Three Reflections and Responses (13pts)**
3. **Chapter 2 Video Review from Dr. Dan (4pts)**
4. **Adapt a Lesson (200pts)**
5. **Submit a sentence that states you have listened to the audio explanation of the Individual Learning Activity assignment.**

September 26

TIA Approval Request & Plan of Action Dropbox

For Assignment Submission 6, submit documentation of your work for the following:

1. **Weekly Learning Activity 6: (3pts):**
2. **Chapter Four Reflections and Responses (13pts)**
3. **Chapter 3 Video Review from Dr. Dan (4pts)**
4. **Dr. Dan's Six Sins Video (4pts)**
5. **Submit a sentence that states you have listen to the audio explanation and watched the video explanation of the Adaptation Project Activity assignment.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

October 3

EXAM 1

For Assignment Submission 7, submit documentation of your work for the following:

1. **Weekly Learning Activity 7: (3pts):**
2. **Chapter Five Reflections and Responses (13pts)**
3. **Chapter 4 Video Review from Dr. Dan (4pts)**
4. **Prejudice vs Discrimination Video (4pts)**
5. **Individual Learning Activity (200points)**
6. **Submit a sentence that states you have listened to the audio explanation of the Inclusion Interview assignment.**

October 10

For Assignment Submission 8, submit documentation of your work for the following:

1. **Weekly Learning Activity 8: (3pts):**
2. **Chapter Six Reflections and Responses (13pts)**
3. **Chapter 5 Video Review from Dr. Dan (4pts)**
4. **Ms. Washington Video (4pts)**
5. **Sometimes when you get old, you get grouchy Video (4pts)**
6. **Adaptation Project assignment (200pts)**

October 17

For Assignment Submission 9, submit documentation of your work for the following:

1. **Weekly Learning Activity 9: (3pts):**
2. **Chapter Seven Reflections and Responses (13pts)**
3. **Chapter 6 Video Review from Dr. Dan (4pts)**
4. **Hidden Curriculum Video (8pts)**
5. **Inclusion Interview assignment (200pts)**
6. **2nd Journal Article Review assignment (25pts)**
7. **Submit a sentence to indicate that you have listened to the audio explanation of the Material Modification assignment, read the Material Modification document/handout and watched the video examples of the vocabulary building activities.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

October 24

For Assignment Submission 10, submit documentation of your work for the following:

1. **Weekly Learning Activity 10: (3pts):**
2. **Chapter Eight Reflections and Responses (13pts)**
3. **Chapter 7 Video Review from Dr. Dan (4pts)**
4. **Magic Lesson Planning document reflection(2pts)**
5. **Dr. Dan Video: Locked in a Tin Building (2pts)**
6. **Submit a sentence to indicate that you have listened to the audio explanations of the file folder and learning card assignments and watched the videos with examples of the file folders and learning cards.**

October 31

EXAM 2

For Assignment Submission 11, submit documentation of your work for the following:

1. **Weekly Learning Activity 11: (3pts):**
2. **Chapter Nine Reflections and Responses (13pts)**
3. **Chapter 8 Video Review from Dr. Dan (4pts)**
4. **Treating People Differently is Treating People Fairly Video (2pts)**
5. **Jordan and His Love of Puppets Video (2pts)**
6. **Material Modification assignment (200pts)**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

November 7

For Assignment Submission 12, submit documentation of your work for the following:

1. **Weekly Learning Activity 12: (3pts):**
2. **Chapter Ten Reflections and Responses (13pts)**
3. **Chapter Eleven Reflections and Responses (13pts)**
4. **Chapter 9 Video Review from Dr. Dan (4pts)**
5. **IEP and Styrofoam Cup Video (4pts)**
6. **Learning Card Assignment (100pts)**
7. **File Folder Assignment (100pts)**

November 14

For Assignment Submission 13, submit documentation of your work for the following:

1. **Weekly Learning Activity 13: (3pts):**
2. **Chapter Twelve Reflections and Responses (13pts)**
3. **Chapter Thirteen Reflections and Responses (13pts)**
4. **Dr. Dan Video: Hole in Pant’s Pocket (2pts)**
5. **Chapter 10 Video Review from Dr. Dan (3pts)**
6. **Chapter 11 Video Review from Dr. Dan (3pts)**
7. **Teachers In Action (TIA) Community Service Assignment (190pts)**

November 21

For Assignment Submission 14, submit documentation of your work for the following:

1. **Weekly Learning Activity 14: (3pts):**
2. **Chapter Fourteen Reflections and Responses (13pts)**
3. **Chapter Fifteen Reflections and Responses (13pts)**
4. **Chapter 12 Video Review from Dr. Dan (4pts)**
5. **Chapter 13 Video Review from Dr. Dan (4pts)**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
December 5

EXTRA CREDIT DROP BOX

For Assignment Submission 15, submit documentation of your work for the following:

1. **Chapter 14 Video Review from Dr. Dan (2pts)**
2. **Chapter 15 Video Review from Dr. Dan (2pts)**
3. **Dr. Dan's Last Video (4pts)**

FINAL EXAM

POLICIES AND PROCEDURES

Special Note: ALL assignments are to be uploaded on via the webcourse in the Assignment Submission drop boxes. Assignments are not accepted via email.

Assignments are graded only if they are submitted via the Assignment Submission drop boxes.

Contact Protocol and Email Procedure: Email is the appropriate protocol for ALL communication. If you submit a question via the comment box, it does not alert or notify the instructor. This is especially important AFTER your assignment has been submitted. After an assignment has been graded, notifications to the instructor would only occur for a resubmission of an assignment in the drop box, not the comment section. It is ok to leave a clarification comment in the assignment drop boxes when submitting your assignment, but do not ask questions to the instructor via the comment section. If you have questions or any communication needing a response from the instructor, please email. Please put your course number (EEX4070) in the title of the subject line as well as the subject of your email in each email. In addition, always put your full name at the end of each email. This is like putting your name on your paper.

LATE WORK POLICY: Late work will be accepted in an instance of extreme illness or emergency. Please talk with instructor to discuss your situation.

Final Exam Policy:

The final examination for this course will occur during the UCF established final examination period (as listed on each semester's UCF Academic Calendar). The final examination will assess your knowledge in all areas covered in the course (i.e., content, readings, lectures, videos and discussions).

ViaLiveText Please note that some assignments **must** be uploaded to ViaLiveText for review and development of your portfolio.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

EXTRA CREDIT OPPORTUNITY: If you missed an assignment(s) or failed an assignment(s), you may qualify to complete an extra credit opportunity. This will only be available at the end of the semester. **Please note that the extra credit has a due date.** Check the Extra Credit drop box for the due date. If you get PRIOR email approval from me, you will need to upload the extra credit assignment AND your original by the due date listed online for the extra credit drop box. This is a one-time opportunity so be careful that you upload everything at one time. Here are the steps to follow: First, email me and let him know why you did not complete the original assignment(s) or why you failed the assignment(s). Also let me know what you propose for your extra credit assignment. This proposal comes from you. I do not have extra credit assignments created for you. Do your best to propose extra credit that will warrant your submission of your original work. For each assignment that you need to complete, you will need to complete an extra credit assignment. Please note that the weekly requirements are categorized into assignments. For example, the chapter discussions are categorized as one assignment. The weekly learning activities are categorized as one assignment. The weekly video reflections are categorized as one assignment. If you missed reflecting on two videos, you would only need to complete one extra credit assignment to be able to submit your reflections on the two videos because the videos are categorized as one assignment. Your extra credit for missing something small, such as a reflection on a video, would not need to be extensive, but if you miss a major assignment, such as the material modification of a textbook, your extra credit would need to be more extensive. Match your extra credit proposal to what you have missed or failed. This is a proposal of extra credit that comes from you. If you gain approval, you will complete the original assignment that you missed or failed AND the extra credit assignment and upload in the extra credit drop box. Please email me at dan.ezell@ucf.edu

Please see “Tips and Frequently Asked Questions” at the end of the syllabus for more information.

Additional Information:

Statement Regarding COVID-19

Regarding COVID-19 for Fall 2021

General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Course Accessibility and Disability

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

<i>Academic Integrity</i>

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden*

Rule <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses.

Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <https://scai.sdes.ucf.edu/student-rules-of-conduct/>).

Turnitin.com

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
<http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Completion of Identifying & Reporting Child Abuse: Webinar in your local state. If you are in the state of Florida, information may be found at:

<http://www.myflfamilies.com/service-programs/abuse-hotline/training>

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

Tips and Frequently Asked Questions

This is a summary of the weekly submission procedures. All graded materials are uploaded in one place each week. Each week you will upload multiple assignments within ONE submission box. For the peer interaction components, you will copy and paste your work showing all components of the process or screenshot your computer screen to submit as documentation. Providing documentation of your postings is a routine process and it is suggested that after each interactive post for your Weekly Learning Activities and Chapter Discussions, copy and paste your work into one document for that week and save it so you will have easy access to it for your Assignment Submission box for each week. You may also screenshot your computer screen as documentation. It is your choice.

Weekly Activities: It’s as easy as 1,2,3.

There are three consistent assignments with consistent formats that you will complete each week.

1. Weekly Learning Activities
2. Reflect on chapters
3. Watch videos

For items 1 and 2, you will be interacting with your peers and you will follow very similar procedures each week. Once you get into the routine, you will find it very easy to complete. Each week you will complete a **Weekly Learning Activity** that will involve a reflection/response in the discussion forum. You will also be asked to respond to a peer’s post. You will also respond to the person who reflects on your post. Think of your response as “A” and your peer’s response as “B.”

A= Post your original post as it relates to the Weekly Learning Activity.

B= A classmate responds to your original post.

A= Give feedback to the person who responded to your post.

ALSO, be sure that you respond to a post from one of your peers.

All of the interaction must be completed by Sunday each week, therefore, it is suggested that you start the process the previous Sunday. You **MUST** start the process at least by WEDNESDAY. If not, you run the risk of not being able to finish the process by Sunday.

AFTER you have finished this process, copy and paste your work or screenshot your computer screen as documentation. This documentation is what you will submit in the Assignment Submission drop box for a grade.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

For your chapter discussion, you will complete a very similar process.

A= Reflect on something of interest from the chapter and end with an open ended question.

B= A classmate responds to your post and answers your question.

A= Give feedback to the person who answered your question.

ALSO, be sure that you respond to post from one of your peers and answer a question.

AFTER you have finished this process, copy and paste your work or screenshot your computer screen as documentation. This documentation is what you will submit in the Assignment Submission drop box for a grade.

For the Weekly Learning Activity and the Chapter Discussion be sure to post by WEDNESDAY of each week. This gives plenty of time for your peers to respond and for you to give feedback to your peers. The due date is NOT the start date. The due date is the date the process should be finished.

VIDEOS: Watch the videos each week and provide a paragraph reflection for each video. The reflection should consist of your thoughts and opinions on the content presented and not merely a summary of the content. Videos are available from the course homepage. Scroll down on the homepage and you will see the video titles. Click on the link and it will take you to the video. Your reflections of the videos will be uploaded in Assignment Submission drop boxes each week.

Frequently Asked Questions

- 1. May I upload the assignments for the week in one file?** Yes, but be sure to separate the assignments by using clearly defined headings so it is easy to locate each assignment. If you are including pictures as part of your project, you could also include them within the same document. It is your choice how you submit, but be sure that all items required are included prior to hitting the submission button.
- 2. What happens if my question or post goes unanswered?** Points will not be deducted, if your post was submitted by WEDNESDAY. If you post after WEDNESDAY, and your question or post goes unanswered, points will be deducted.
- 3. What happens if I upload my original post AFTER Wednesday or later, but others are also posting late and answer my question, therefore allowing me to finish the process by the due date?** Consider yourself lucky and try to avoid taking this risk in the future. No points will be deducted, but make every attempt to post by WEDNESDAY to assure yourself that you will earn all of your points. There is no need to unnecessarily add stress to your assignment.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

4. **Should I answer more than one question or posts?** Yes and No. Answer only one question for each chapter and respond to only one post from a peer for the Weekly Learning Activity. If you see a classmate’s post was posted early and it is now Saturday or Sunday, feel free to answer an additional question so your peer can finish and not feel ignored. Do a little extra to help a peer.
5. **Can I answer a question or post that has already been answered?** Make an attempt to answer questions or posts that have not been answered so that everyone can finish the process, but if it is WEDNESDAY or later and all questions have been answered, yes, you can answer a question that has already been answered.
6. **If more than one person answers my question, do I have to give feedback to everyone?** No, you are only required to give feedback to the first person who answered your question, but if you want to give feedback to everyone, you may.
7. **What do I do if I realize I forgot to upload all of my assignments in the Assignment Submission box?** If you are still within the submission window time frame, you can start over and upload everything correctly. You can upload multiple files within one submission box, but after you submit, you cannot add more files and keep the previously uploaded files. It is very important that you have each assignment that is due for each week ready to submit all at one time. If you forget an item, you will have to start over and upload everything again. If you submit partial assignments, you will only receive points for the items you submit. If you are past the submission window and realize you forgot an item, you can email the instructor and explain your situation and submit an extra credit proposal at the end of the semester. See extra credit submission procedures.
8. **If it is Saturday or Sunday and my original post has not been answered, am I allowed to go ahead submit my work without point deduction?** Yes and No. Yes, if you uploaded your original early in the week. No, if you uploaded your original post late. Remember that your original post should be uploaded by WEDNESDAY of each week.
9. **May I make similar projects as the examples in the videos or do I have to come up with totally different ideas?** The examples in the videos are shown to explain and inspire your projects, but if you fall in love with one of the examples, yes, you can create a similar activity for your own project. Ultimately, I want you to make something you hope to use in your classroom one day.
10. **Am I allowed to make a file folder game from a “ready-made” teacher activity workbook that already has the entire game thought out?** No. I don’t mind if you use ideas from teacher workbooks and ideas from the internet, but I want you to actually come up with the directions, objectives, and plan a game to meet the needs of a child. **You will submit pictures of your creation with at least one of you actually holding your work.**
11. **For the adaptation project, do I actually have to create a tangible item or may I simply describe an adaptation I would make to a lesson?** No, you cannot merely describe what you would do. Yes, you must actually create a tangible interactive item that a student can actually pick up and hold and use to help with whatever special need you have identified. This means it must go beyond an idea. You must paste, glue, cut, fold, or tape, something to create this project. If the child cannot pick it up and interact with it, you are not on track. **You will submit pictures of your creation with at least one of you actually holding your work.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

- 12. For the learning cards and file folder games, may I describe them without actually making them?** See answer above. ☺ The answer to this question is very similar to the answer above. You must actually create/make them and yes, this will involve scissors. ☺ **You will submit pictures of your creation with at least one of you actually holding your work.**
- 13. For the “adapt a lesson” assignment, do I have to create my own original lesson?** No, you can find a lesson on the internet or create your own. It is your choice. You will need to create the nine adaptations for the lesson. Use the nine categories in the handout and make nine adaptations to the lesson. List the nine adaptations separately so I can clearly see you have included all of the required adaptations. Include the original lesson (lesson prior to making the nine adaptations) so I can see what material you adapted.
- 14. For the textbook Material Modification project, may I use one of college textbook?** No, your textbook must be at the elementary level. Basically, you are practicing what you might do in the future for a child with special needs. You are looking at a chapter from an elementary textbook and analyzing where you can make modifications to meet the needs of a child that might not be able to learn from the textbook the way it was published.
- 15. For the textbook Material Modification project may I merely describe the vocabulary building activities or do I actually have to make them?** No. No. The answer is NO. Again, you will need to locate your scissors, paper, glue, tape or whatever you need to actually create/make the TWO vocabulary activities. **You will submit pictures of your creation with at least one of you actually holding your work.**

TIA Questions

- 16. Am I allowed to work in a group for my 15 hour Teachers in Action (TIA) community service project?** Yes, and it is encouraged. Working together can help make the project better and you may have a larger positive impact on the community.
- 17. How many can work together as a team for the TIA project?** It depends on the project. There is not a set maximum, but generally speaking, teams usually do not exceed five or six, but I am willing to consider larger teams, if the project warrants it.
- 18. If I work with a group for my TIA project, do I submit my own narrated PowerPoint or can we submit one PowerPoint as a group?** Yes, you can submit one narrated PowerPoint as long as everyone in the group is part of the narration. You can also work on one PowerPoint together and then narrate on your own.
- 19. Where do I find places that will allow me to volunteer my community service TIA project?** This is hard question to answer. Your job is to go out into the community and find places to serve. The TIA module is not to be used to find community service placements. It is designed to teach you about the assignment. Use your own contacts and the contacts of your family and friends. You can start with an internet search for organizations in your community. Search for organizations or agencies that serve individuals with disabilities. I did a search for Brevard County and on the first page was Harmony Farms, which is a non-profit that uses horses as therapy for individuals with disabilities. Also Bridges, Brevard Achievement Center and Space Coast Early Intervention were also on the first page. Start early as some organizations will require security checks prior to being allowed to volunteer. **Because of Covid-19, you may do this remotely.**

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

- 20. Am I required to use the narrated PowerPoint software AuthorStream and SlideBoom or may I use another program?** Whatever program you use, START EARLY and try it out prior to the due date. No, you are not required to use AuthorStream and SlideBoom. As long as it is narrated with your voice and the content is there, I don’t care what program you use, but you must provide me a link to your project so that I can click, watch and listen to your presentation.
- 21. Am I required to upload my narrated PowerPoint online and provide you with a link?** Absolutely, 100% YES!!!!!! As stated above, I am not picky about the program you use, but you must upload your presentation and provide me the link. You may not be able to upload the narrated PowerPoint directly to the submission box on Webcourses. The files may be too big and even if it uploads, the sound may not work. The best option is to use software to upload and provide me a link. **Start early and figure out this process.** Previous students have even uploaded on YouTube. You can use an “unlisted” option that will not be searchable. Of course after the semester you can remove your presentation.
- 22. Why can’t I simply upload my PowerPoint directly to drop box on our course?** By uploading directly, the sound may be lost, but more importantly, you are missing some of the objectives of this project. If you upload your PowerPoint directly to the drop box instead of providing a link, you are missing the learning objective of knowing how to create narrated content and providing a link. This skill may be needed for remote learning with your future students. I need to simply click on a link and it directly take me to your narrated PowerPoint with your voice narrating your project. I don’t need to download any special software or use a certain browser. I would like to address that this project has several objectives outside of the actual community service objective. Obviously, the community service aspect and the lessons learned from your community service are the main objectives. As the instructor of the class, I could have chosen any sharing method for you to use, such as a reflective essay/paper, but I chose a narrated PowerPoint to reach other particularly important objectives. One objective is for you to learn how to create a narrated PowerPoint. This may be an extremely useful skill as a teacher for teaching certain lessons for children with disabilities. A child with a disability in your classroom may need to repeat content previously presented, while you work with other students on other needs. This could be done at a computer in your classroom with headphones. Another objective is for you to be able to share a narrated PowerPoint with others who may not be using your classroom computers. This may be where you are sharing content with a child with disabilities who is temporarily in a hospital setting or homebound for a certain period of time. Knowing how to create content for remote learning has become even more important since Covid-19. It could also be used for an added homework learning experience for a child who is struggling with a lesson. I want you to know how to create and share a narrated PowerPoint. When you do this, you need to be able to share a simple link without requiring special software. It needs to be as simple as possible. There are 100s of ways to do this and a quick google search gives you many options on how to do this. Several students used YouTube because they felt it was easier. You can save your PowerPoint as a video and then simply upload it to YouTube. I am very flexible as to the program you use to upload, but on the user end, it needs to be merely a link that only requires the user to click.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

EXTRA CREDIT OPPORTUNITY QUESTIONS

- 23. How do qualify for extra credit?** If you have missed an assignment(s) or failed an assignment(s), you can submit a proposal via email dan.ezell@ucf.edu and explain your situation. Basically, you will need to let me know why you missed or failed the assignment or assignments you wish to submit and what extra credit assignment will be competing to earn the right to submit your original assignment(s). For every assignment you have missed, you will need to complete an extra credit assignment. This is a one-time opportunity so be careful that you upload everything at one time.
- 24. What are some examples of extra credit ideas I might submit?** First let me say that the proposal comes from you. I do not have extra credit assignments created for you. Do your best to propose extra credit that will warrant your submission of your original work. For each assignment that you need to complete, you will need to complete an extra credit assignment. Please note that the weekly requirements are categorized into assignments. For example, the chapter discussions are categorized as one assignment. The weekly learning activities are categorized as one assignment. The weekly video reflections are categorized as one assignment. If you missed reflecting on two videos, you would only need to complete one extra credit assignment to be able to submit your reflections on the two videos because the videos are categorized as one assignment. Your extra credit for missing something small, such as a reflection on a video, would not need to be extensive, but if you miss a major assignment, such as the material modification of a textbook, your extra credit would need to be more extensive. Match your extra credit proposal to what you have missed or failed. Depending on what you have missed, your extra credit be as simple as creating an extra learning card, or vocabulary activity to writing an essay report on a disability. The extra credit should match your interest and have value to you. Some of my previous students have volunteered extra hours in a classroom helping students with disabilities and then wrote a reflection, created a resource guide for parents of child with disabilities, researched an extra article related to exceptional education, created extra file folder games, created an extra adaptation project and researched a hot topic in exceptional education and wrote a research paper.
- 25. When and where do I submit my extra credit assignments and assignments I have missed or failed?** There is a drop box with the title Extra Credit. Submit your extra credit items as well as the original assignments in the ONE drop box. Please check the due date of the Extra Credit drop box, but it is near the end of the semester. This is a one-time opportunity, so be sure that you double check to be sure you are submitting everything at one time.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97
References

- C.H.A.D.D. (1999). *Frequently asked questions*. Retrieved March 5, 2002 from <http://www.chadd.org/faq.htm>
- Cronin, J. F. (1993). Four misconceptions about authentic learning. *Educational Leadership*, 52, 78-80.
- Ezell, D., & Klein-Ezell, C. (2003, December). M.A.G.I.C. W.O.R.K.S. (Motivating Activities Geared to Instilling Confidence—Wonderful Opportunities to Raise Kids Self-Esteem. *Education and Training in Developmental Disabilities*, 38(4).
- Ezell, D., & Klein, C. (2003, June). Impact of portfolio assessment on locus of control of students with and without disabilities. *Education and Training in Developmental Disabilities*, 38(2), 220-228.
- Ezell, D., & Klein, C. (2002). The Portfolio Assessment Criteria Checklist for teachers. *Florida Educational Leadership*, 2(2), 38-42.
- Ezell, D., Klein, C.E., & Ezell-Powell, S. (1999). Empowering students with mental retardation through portfolio assessment: A tool for fostering self-determination skills. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(4), 453-463.
- Ezell-Powell, S., Welch, E., Ezell, D., Klein, C., & Smith, L. (2003, Summer). Should children receive medication for symptoms of Attention Deficit/Hyperactivity Disorder? *Peabody Journal of Education*, 78(3), 107-115.
- Falcon, M. (2002, April 15). David Copperfield conjures therapeutic magic. *USA Today*. Retrieved October 25, 2002, from <http://www.usatoday.com/news/health/spotlight/2002/04/15-copperfield.htm>
- Frith, G. H., & Walker, J. C. (1983). Magic as motivation for handicapped students. *Teaching Exceptional Children*, 15(2), 108-110.
- Gelfer, J. I., & Perkins, P. G. (1998). Portfolios: Focus on young children. *Teaching Exceptional Children*, 31(2), 44-47.
- Glenn, S., & Cunningham, C. (2001). Evaluation of self by young people with Down syndrome. *International Journal of Disability, Development and Education*, 48(2), 163-177.
- Harris, M. B., & Curran, C. M. (1998). Knowledge, attitudes, and concerns about Portfolio assessment: An exploratory study. *Teacher Education and Special Education*, 21(2), 83-94.
- MacMaster, K., Donovan, L. A., & MacIntyre, P. D. (2002). The effects of being diagnosed with a learning disability on children's self-esteem. *Child Study Journal*, 32(2), 101-108.

“Comfort yourself in the knowledge you gain, not the grade you receive.” Ezell ‘97

Mayo Clinic. (1996, October 14). *Side effects of ADHD medications*. Retrieved March 28, 2002 from <http://www.mayohealth.org/mayo9610/htm/adhd-sid.htm>

McCormack, A. J. (1985). Teaching with magic: Easy ways to hook your class on science. *Learning, 14*, 62-67.

Moya, S. S., & O'Malley, M. (1994). A portfolio assessment model for ESL. *The Journal of Educational Issues of Language Minority Students, 13*, 13-36.

Nolet, V. (1992). Classroom-based measurement and portfolio assessment. *Diagnostique, 18*(11), 5-26.

Patton, J. M. (1998). The disproportionate representation of African Americans in special education: Looking behind the curtain for understanding and solutions. *The Journal of Special Education, 32*, 25-31.

Salend, S. J. (1998). Using portfolios to assess student performance. *Teaching Exceptional Children, 31*(2), 36-43.

Widmeyer Group, & Chesapeake Institute. (2000, February 7). *Attention Deficit Disorder: Beyond the myths*. Retrieved March 2, 2002 from http://www.catalog.com/chadd/doe/doe_myth.htm

