It is your responsibility to have read and understand this Syllabus thoroughly!!!!!!!
This document serves a blueprint our course and is the foundation for this online course.

LOYOLA UNIVERSITY
School of Education
Introduction to the Exceptional Child
CIEP 401
Spring, 2015 – online

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“Office hours”:
Generally, I check e-mail and SAKAI once a day, usually in the early evening. I am also available to speak via phone at an arranged time. Please do not hesitate to email or call with any questions or concerns.

COURSE DESCRIPTION

School professionals can play a significant role in developing equitable educational experiences for all students. This has become increasingly apparent as our nation becomes more culturally diverse. Our schools have also become much more inclusive over the past forty years. As a result, educators today must plan for learning opportunities that address and accommodate a wide variety of needs for academically and culturally diverse learners.

This course introduces you to critical issues that you will face and need to deal with working in schools. Throughout the course you will be asked to analyze, reflect upon, and critique traditional and contemporary views of educational practices that look at meeting the needs of exceptional learners and students whose primary culture may differ from yours.

Your development as an agent of critical inquiry and social justice is central to this course. This may challenge your existing paradigms of what you think contemporary schooling is or your beliefs about what it should be. However, upon completion of this course, you should have a better understanding of various educational exceptionalities, formal and informal methods of assessment, and available teaching strategies and legal issues related to programming for students with exceptional needs.

Using a case study approach gives you an opportunity to relate to events that occur in classrooms in urban, suburban, and rural settings. You will read several cases that represent common dilemmas involving disabilities, exceptional talent, family and community involvement and how they are influenced by race, socioeconomic status, language, ethnicity, or gender. As you reflect upon these in conjunction with course readings, online discussions, and fieldwork experiences, it is hoped that your future professional practices will be challenged and expanded to meet the needs of diverse students in today’s schools.
The School of Education (SOE), as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, great effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 401 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. **Knowledge**: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service.

2. **Skills**: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.

3. **Ethics**: candidates know and practice the ethical standards of their professions.

4. **Service**: from whatever faith tradition they may come, candidates strive to be "persons for others."

For your convenience, the SOE conceptual framework is quoted in full below:

**CONCEPTUAL FRAMEWORK**

**Professionalism in Service of Social Justice**

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs.

- **Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.

- **Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often
a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional’s skill set.

- **Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional’s depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.

- **Ethics.** No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education’s learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

The link to the above text is found at [http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Professionals in Service of Social Justice**

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to educate professionals able to develop and offer educational opportunities for children, adolescents, and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal
development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

**REQUIRED BOOKS**

**ONLY the text books are available in the Bookstore on WTC (or on-line from the on-line bookseller of your choice.) IF YOU CANNOT GET TO THE BOOKSTORE, IT IS YOUR RESPONSIBILITY TO ORDER BOOKS ON-LINE AND HAVE THEM BY THE START OF CLASS.**

**ALL STUDENTS need to order the two supplementary books ON-LINE. THESE BOOKS ARE NOT IN THE BOOKSTORE. Do not procrastinate; order these books now so you will have them when you need them! The above two supplementary books are very inexpensive if you buy them used. Recently, I obtained a second set of them for less than $5.00 each including S & H**

**Text Books:**


N.B., *There is no 12th edition of the Case Book, so the 11th edition is being used.*

**Supplementary Books:**


The hardback textbook package is expensive. **MAKE SURE you are using the 13th edition of the textbook.**

**COURSE GOALS & OBJECTIVES**

**COURSE OBJECTIVES ARE IN ACCORDANCE WITH NASP/ISBE PROGRAM REQUIREMENTS**

Based on the Performance Goals for this course, at the end of this course students should be able to:
• Recognize the educational, psychological, medical, and sociological characteristics of learners with exceptionalities, including disabilities, disorders, and high abilities
• Understand socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity in relation to children with exceptionalities
• Develop ways to address issues related to social justice such as those involving racism, sexism, classism, and other forms of discrimination in classrooms and communities
• Understand the process of second language acquisition and strategies to support the learning of students whose first language is not English
• Describe educational services, instructional practices, and community resources that are appropriate for students, based on their learning profile: abilities, interests, and learning styles.
• Understand the importance of developing instruction that considers individual differences in learners, and the influence on learning of family, cultural, and social contexts upon learning
• Understand the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners
• Discuss professionals’ collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEIA law through an individualized program plan (IEP)
• Use technology to support learner-centered strategies that address the diverse needs of students.

IDEA CENTER OBJECTIVES FOR THE FACULTY INFORMATION FORM

In addition to the specific goals for the course, the university-wide course assessment system (IDEA) requires that generic objectives be identified for each course. When you complete the on-line course evaluation, the highlighted goals will be weighted more heavily in the evaluation process. The yellow highlighted goals are “Essential” and those highlighted in green are “Very Important.” All other objectives are weighted as less important in the evaluation

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

DISPOSITIONS

In addition, each course in the School of Education focuses on one or more professional dispositions. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels within programs. Students are offered opportunities to receive feedback on their dispositional growth in the above areas. The specific disposition or dispositions for each course and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. (At the time this Syllabus was written, none was posted in LiveText.)

EXPECTED TIME COMMITMENT

Students can expect to spend 10-15 hours per week in this course. This includes reading text and online materials, reflecting on key goals and objectives for each topic, and completing discussions, papers and longer-term assignments.

ONLINE ATTENDANCE/PARTICIPATION POLICY

Online courses are intended to be highly interactive and collaborative, to support authentic learning which takes place within a social context. To help ensure an effective online learning experience, all students in online courses are expected to participate on a regular basis (as stated in the course schedule). Participation is defined as “being an active contributor and responder, on a timely basis, to fellow students and instructor as set forth by online discussion guidelines in each course.” Individual circumstances may prevent a student from entering the course site for a period of time. It is the student’s responsibility to contact the instructor if the student wishes to make alternative arrangement to receive credit for any missed online activities; exceptions to the Discussion Board timeline may be granted for good cause at the discretion of the instructor.

INFORMATION ON ASSIGNMENTS AND ACTIVITIES

Or

WHAT YOU NEED TO KNOW/DO FOR THIS COURSE!

Online Threaded Forum Discussions

Students complete bi-weekly online discussions in the Forum on SAKAI by serving once as a discussion thread leader and regularly responding as a peer in all other weeks. Each type of post is due by a specific day of week listed under the Assignments section of the syllabus and as posted on the course schedule. Late or insufficiently constructed postings MAY result in point deductions. See “Late Work Policy” below.
Paper Assignments

Individuals complete a bi-weekly paper for each topic which is to be submitted through the SAKAI Assignment Uploader (not email.) A site visit paper, Social Justice Book Reflection, and Culminating Reflection paper are also required. Late papers may result in lost points. See “Late Work Policy” below.

Late Work Policy

If work is submitted after the deadline, the following policy will apply.

1. Work submitted more than 48 hours of the due date and time may lose points.

2. *Discussions submitted more than 48 hours after the due date and time receive no points.*
   Individual circumstances will be considered in administering the Late Work Policy. It is the student’s responsibility to contact the instructor if the student wishes to receive credit for any missed online activities. Decisions are at the discretion of the instructor.

**PLEASE use common sense in regard to the above.** The Late Work Policy is necessary because an online course will break down if timelines are ignored. Timeliness is especially important on the Discussion Forum Boards because everyone must work together to accomplish those learning goals. That said, please DO NOT email me to let me know your discussion response is 15 minutes late or your paper is an hour late. If you make a conscientious effort to stay current with the stated calendar, you will never experience consequences of the “Late Work Policy” in action.

GRADING:

There are six types of assignments in this course that will be described below. They are
1. Warm up assignments (3)
2. Bi-weekly Forum Discussions (6)
3. Bi-weekly papers (7)
4. Social Justice Book Reflection paper
5. Site visit paper (TWO SITES—one paper)
6. Cumulative Personal/Professional Reflection for all SIX Discussions (Use a paper format including brief introduction and conclusion for a total of EIGHT paragraphs.)

Grading Scale

<table>
<thead>
<tr>
<th>Scale</th>
<th>Points</th>
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<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
</tr>
<tr>
<td>90%-93%</td>
<td>A/B</td>
</tr>
<tr>
<td>85%-89%</td>
<td>B</td>
</tr>
<tr>
<td>81%-84%</td>
<td>B/C</td>
</tr>
<tr>
<td>75% - 80%</td>
<td>C</td>
</tr>
<tr>
<td>68% - 74%</td>
<td>D</td>
</tr>
<tr>
<td>Below 68%</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale:</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>752 and above</td>
<td>94% and above</td>
</tr>
<tr>
<td>720-751</td>
<td>90%-93%</td>
</tr>
<tr>
<td>680-719</td>
<td>85%-89%</td>
</tr>
<tr>
<td>648-679</td>
<td>81%-84%</td>
</tr>
<tr>
<td>600-647</td>
<td>75% - 80%</td>
</tr>
<tr>
<td>544-599</td>
<td>68% - 74%</td>
</tr>
<tr>
<td>below 543</td>
<td>Below 68%</td>
</tr>
</tbody>
</table>
There are a total of 800 points available in this course. The next section explains how those points are distributed according to each of the types of assignments you will complete.

ASSIGNMENT WEIGHTS:

1. **ALL THREE Warm-up Assignments** (40 points)
   “Homepage” with picture 20 points; Practice Forum Posting-10 points; Practice paper submission-10 points

2. **Threaded Discussions:**
   **Role as Discussion Leader (1 week during the course)**
   - **Forum Discussion Leaders: Thread Topic & Management**
     - Discussion Leader Original Post & Responses to Peer Posts* = 60 points
     - Discussion Leader Summary Post = 40 points
     
     *You DO NOT receive 30 points for peer Initial and Response Posts during the week you serve as Forum Discussion Leader. You may earn up to 60 points for your original post and responding to your peers’ posts during that week and up to 40 points for your Thread Summary. PLEASE do NOT email me to tell me that you did not receive discussion points the week you were Discussion Leader. You are not supposed to because the week you are the leader you are not a respondent.

   - **Role as Peer Threaded Discussion Participant (5 weeks during the course)**
     - Peer Discussions – For each topic, one Initial Post and two Response Posts
     - 30 points each X 5 weeks =150 points

   Per above, you will be a Discussion Leader one of the weeks so there are only five weeks in which you complete the Discussion Participant type of assignment

   - **Cumulative Personal/Professional Reflection on all SIX of the Discussions ( 50 points)**

3. **Bi-Weekly Cases/Papers (30 points each X 7 papers)** (210 points)
4. **Write up comparison of your two Site Visits** (150 points)
5. **Social Justice Book Reflection paper** (100 points)

**TOTAL** 800 points
SYLLABUS NOTES

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

ETHICSLINE REPORTING HOTLINE

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

TECHNOLOGY

Since this is an on-line course, it meets all requirements for students’ using technology as part of learning. Students will introduce themselves to their classmates and faculty by creating a one page profile, engage in online discussion threads with peers, and submit written assignments via SAKAI throughout the course.

DIVERSITY
This course prepares students to address the diverse needs of all learners in both the general and special education settings within schools. The impact of children’s unique academic, emotional/behavioral, cognitive, and adaptive needs are considered. Multicultural and bilingual issues in special education are also covered. It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide sensitivity to how education, and special education in particular, operate differently for families with limited educational and economic resources compared to parents who have adequate social capital. Students should reflect on the ways in which a lack of respect for diverse populations creep into the decision making process for students. In order to pursue social justice, professionals need to advocate for the best interest of ALL children, not just those who have knowledgeable parents who are able to assert their rights on behalf of their child. In other words, you are upholding social justice when services to children depend upon what the child needs, not who the child is.

**ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
ASSIGNMENTS

1. **Bi-weekly Papers**: A brief case study or paper (3 pages DOUBLE SPACED) is due bi-weekly on **FRIDAYS by 10:00 p.m.** (Central Time). Papers are submitted to the **Assignment Uploader** on SAKAI. The topic of the papers will be a response to a case from the Case Book (that accompanies the main text) or a response to a selection from the text.

   **IMPORTANT NOTE**

   *Please use the following examples of proper format: “Jones-Paper1.doc, Smith-Paper2.docx, etc.” with your last name first. Papers that do not follow the Assignment Upload file naming conventions will not be graded.* This naming convention enables the instructor to use the alphabetizing functions of SAKAI and MS WORD which expedites grading and returning your papers. It takes you minutes to learn to use this file-naming convention, and it literally saves the instructor hours in downloading, grading, and returning papers. ALSO, YOU MUST USE ATTACHED WORD FILES. PAPERS THAT ARE TYPED INTO THE SAKAI TEXTBOX WILL NOT BE ACCEPTED!!

2. **Site visits**: All students will visit two sites that represent distinct models for delivery of special education services to students. One is to be an INCLUSIVE model in which children are educated with their non-disabled peers in the general education classroom. The second is to be a public or private day school that EXCLUSIVELY educates children with disabilities.

   **NOTE**: RESOURCE ROOMS or SELF-CONTAINED SPECIAL CLASSROOMS in general school buildings do not fit either of the models specified above and are not acceptable. You MUST observe INCLUSION and OUTPLACEMENT SITES.

   Directions for obtaining sites, observation guidelines and directions for the paper are provided on SAKAI under the “Assignment Guidelines” tab.

3. **Forum Discussions** (see below)

4. **Social Justice Book Reflection Paper**: Students will write an analytic paper based on the following books:


   This paper should be based on the concepts presented in these books. Your focus should be on the concepts of racism and classism in the context of educating gifted students in relation to Loyola’s social justice mission. In addition, please include your own views on equity in educational opportunity and social justice for all children. Additional readings from the course documents and texts may also be included in the paper. The paper should be no longer than 6 double-spaced pages not including references. Information about University-wide social justice information and programs
may be found here: http://www.luc.edu/mission/servicejustice/loyolaresources/. Social justice as applied to the SOE may be found here: http://www.luc.edu/education/mission/.

Directions for the paper are available on SAKAI under the “Assignment Guidelines” tab. Use the Assignment Uploader to turn in the paper using correct file naming conventions.

5. Final Forum Reflection: Students will write an EIGHT paragraph paper (containing an introduction, one paragraph for each Forum Discussion, and a conclusion) indicating what the Forum contributed to their professional/personal fund of information regarding Exceptional Children. As suggested earlier, these paragraphs should be written immediately after the Discussion while the Forum information is fresh and retained as an “add-on” document until due at the end of the course. Use the SAKAI Assignment Uploader to turn in the paper using correct file naming conventions.

**VERY IMPORTANT INFORMATION ON THE STRUCTURE OF SAKAI**

- The “Course Warm-up” tab contains directions for beginning and working within the structure of this on-line course.
- The “Assignment Guidelines” tab of SAKAI contains explanations/directions/rubrics (in some cases) for the assignments described below.
- The “Assignment Uploader” tab of SAKAI is where you electronically submit your written assignments.
- The “Module” tabs contain all readings for the week, whether they are actual documents (PDF files) or lists of chapters of textbooks or supplementary books, Power Points, and instructions for the bi-weekly paper or case.
- The “Forum” tab is where the week’s discussion is found AND completed.

**COMPLETING ASSIGNMENTS**

It is important to get an overview of the structure of the assignments that “repeat bi-weekly” in an on-line course as well as the “add-on” assignments that are due periodically. The weekly work combines aspects of information exchanges that would occur in a classroom-based course as well as an opportunity for individual reflection in writing. The “add-ons” are in the form of longer papers and are described below.

General information and Warm-up assignments are found on SAKAI under the Course Welcome and Course Warm-up tabs respectively. **YOU SHOULD READ THESE FIRST. Be sure to complete ALL THREE Warm-up Assignments to receive full credit.**
The remaining four types of assignments in this course are described below.

6. Forum Threaded Discussions:

FORUM DISCUSSIONS

Each student will serve as Forum Discussion Leader for one week during the course. There will be simultaneous different discussion threads for each topic numbering two or three threads per topic depending upon total class enrollment.

Roles of the Forum Discussion Leader and Peers

• During your assigned week you will develop a thread topic based on the required reading for that week to pose as a discussion thread question on SAKAI. If you are unable to formulate a discussion thread question, suggestions from past years will be provided. However, be aware that formulation of the question by students is evaluated as part of the Discussion Leader’s performance. Forum Discussion Leaders should communicate with each other via email PRIOR TO sending their draft thread topic to the instructor to ensure that they have not chosen the same topic or question. This is very important and the instructor will neither arbitrate who gets which topic nor allow duplicate topics. You need to communicate with your co-leaders early in the week before your Forum. Please do not wait until the last minute.

• Next, Forum Discussion Leaders must submit their proposed question to the course instructor by 10:00 p.m. on Saturday night before the week of their discussion. If the thread topic/question requires rewording, the instructor will let the Discussion Leaders know on Sunday before 6:00 p.m. Otherwise, the instructor will inform the Discussion Leader that the thread topic/question is approved as written.

• Forum Discussion Leaders must post their initial thread question no later than SUNDAY at 10 p.m. during their assigned week but may post as soon as they receive instructor approval.

Peers include all other students who are not assigned to be a Forum Discussion Leader that week. Each Peer must respond to ONE of the posted forum discussion thread topics/questions. Information will be provided during the first week of the course regarding the maximum number of initial responses are allowed on each discussion thread. This ensures that each thread receives thorough and equitable consideration.

Each Peer’s initial post should be about 1 page long, single spaced, and must be posted by TUESDAY at 10 p.m. Please LABEL this post as “Initial Response to (Discussion Leader’s Name).”

• The Forum Discussion Leader MUST post a response to each initial posting by their Peers. The Leader is encouraged to respond to Peers’ posts as they are received, but the leader must have responded to all initial posts by Wednesday at 10 p.m.
All other students must select the responses of two peers on any discussion thread question to respond to by THURSDAY at 10 p.m. These two response posts should be labeled “Response to (name of student to whom you are responding),” should be a minimum of one long paragraph in length, and should be substantive—do not just say “I agree with you.” Students are free to agree or disagree, but reasoning and support for points of view are essential to having high quality Threaded Discussions in the Forum. Be courteous! Address and sign your posts!

SAKAI provides the instructor with information about whether or not each student is reading the Discussion Forums. This information was not available in BlackBoard. In Summer term 2014, the percentage read by students ranged from 9% to 100%. The student who read 9% wrote a Cumulative Personal/Professional Reflection paper indicating that the Discussions were not a valuable learning experience. Word to the wise: you get out of an experience what you put in…..

- Unlike Initial Responses, Forum Discussion Leaders do not have to respond to each of the peer response posts but may do so if they wish, or they may mention them in other responses or their Thread Summary.

- The Forum Discussion Leader will write a substantive Summary of their discussion topic and post this on the thread as the final entry by FRIDAY at 10 p.m.

**Forum Discussion Leaders and Peers** should write a one paragraph response to the Discussion Forum each week that they keep until the last week of the course. An EIGHT paragraph paper (Introduction, Six Forum Summaries, Conclusion) summarizing the personal/professional meaning of the Forum Threaded Discussions will be due at the end of the course. IF YOU TAKE TIME TO WRITE THIS PARAGRAPH EACH WEEK, THIS CAN BE A “PAINLESS” ASSIGNMENT. IF YOU WAIT UNTIL THE END OF THE COURSE, YOU FACE RE-READING A LOT OF RESPONSES TO BE ABLE TO SUMMARIZE AND EXTRACT MEANING FROM THE FORUM.

The following criteria are used for determining Forum Discussion Leaders’ grades:

- Quality of the Initial Question and Management of the Discussion, i.e., timeliness and quality of responses to Peers - 60 points
- Insight and thoughtfulness of the Summary Post - 40 points

The following criteria are used for determining Forum Discussion Peers’ grades:

- Quality and timeliness of the Initial Response to the Discussion Leader’s question - 20 points
- Responses to peers - 10 points

Upon first reading of the above, most students have a “What do all these words mean?????” response. This plan appears more complicated in writing than it actually is when enacted. The Summary below does NOT contain new information. It merely condenses the information from the text above.
<table>
<thead>
<tr>
<th><strong>Summary of Forum Discussion Thread Schedule</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>DURING THE WEEK prior to the Discussion,</strong> Leaders must communicate with each other by email.</td>
</tr>
<tr>
<td><strong>By SATURDAY 10:00 p.m. (Central Time):</strong></td>
</tr>
<tr>
<td>- The following week’s Forum Discussion Leaders will submit the Discussion Threads to the Instructor by email.</td>
</tr>
<tr>
<td><strong>By Sunday 10:00 p.m. (Central Time):</strong></td>
</tr>
<tr>
<td>- Forum Discussion Leaders will have posted their initial thread topics on the Discussion Board.</td>
</tr>
<tr>
<td>- Peers may begin responding to one of the Discussion Thread topics. LABEL YOUR RESPONSE as “INITIAL RESPONSE TO (DISCUSSION LEADER’S NAME).”</td>
</tr>
<tr>
<td>- The Discussion Leaders begin responding to each of the Peers’ posts.</td>
</tr>
<tr>
<td><strong>By Tuesday 10:00 p.m. (Central Time):</strong></td>
</tr>
<tr>
<td>- Peers have completed posting a 1 page Initial Response to one of the Discussion Thread topics.</td>
</tr>
<tr>
<td>- Leaders continue to respond to peers’ posts on their thread.</td>
</tr>
<tr>
<td>- Peers may make additional posts to the discussion thread.</td>
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<tr>
<td><strong>By Wednesday 10:00 p.m. (Central Time):</strong></td>
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<tr>
<td>- Discussion Leaders have finished responding to EACH Initial Response on the discussion thread.</td>
</tr>
<tr>
<td><strong>By Thursday 10:00 p.m. (Central Time):</strong></td>
</tr>
<tr>
<td>- Peers have posted 2 one paragraph responses to two peers. LABEL these as “Response to (Peer’s name)”</td>
</tr>
<tr>
<td><strong>It is much easier for Forum Discussion Leaders to manage the threads if you label your posts correctly, address them to someone, and also sign them. Since each of you will be a Forum Discussion Leader, please observe this courtesy for your classmates and yourself.</strong></td>
</tr>
<tr>
<td><strong>By Friday 10:00 p.m. (Central Time):</strong></td>
</tr>
<tr>
<td>- The Forum Discussion Leader will post a Summary and Reflection of the week’s discussion.</td>
</tr>
<tr>
<td><strong>At the end of the course, all students will submit an 8 paragraph paper summarizing the salient content of the discussions including what was learned by sharing experiences and viewpoints of others.</strong></td>
</tr>
</tbody>
</table>

*It is your responsibility to have read and understand this Syllabus thoroughly!!!!!!*