

# 2021FA - HUMAN DEV (BIRTH- 20) 05:300:307:90

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Fall, 2021

Human Development: Birth through the transition to Adulthood (Birth to 20 yrs.)

05:300:307

3 Credits

Instructor Name: Evan Jaffe, PsyD  
Email address: [evanjaffe79@gmail.com](mailto:evanjaffe79@gmail.com)  
[emj74@noncredit.rutgers.edu](mailto:emj74@noncredit.rutgers.edu)

Phone Number: 267-254-8767  
GSE, 10 Seminary Pl Rm 322

Office Hours arrangement  
By Prerequisites or other limitations:

Mode of Instruction: Permission required:

Lecture             No

Seminar             Yes

Hybrid            Directions about where to get permission numbers:

*Department of Educational Psychology, Administrative Assistant.*

Online

Other

### **Learning goals:**

1. Acquiring an awareness of theory in human development and the developmental sciences and their contribution to contemporary theory in learning, cognition and growth.
2. Understanding that children learn and develop within and across the neurobiological, cognitive, linguistic, social, emotional and physical domains of functioning;
3. Acquiring an awareness of developmental crises, disability, and the situational and environmental factors that affect both normal and abnormal behavior.
4. Understanding the important of empirically established dynamic interactions between children and their environments, how these influence developmental outcomes and how these processes are biologically, socially and culturally grounded.
5. Understanding that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knowing how to make instructional decisions that build on learners' strengths and needs.
6. Understanding the fundamentals of "readiness for learning" and understanding how development in one area may affect development in another.

7. Understanding the role and impact of language and culture in learning and knowing how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

## **More Background**

This is an introductory course in human development with a focus on the development of the individual from infancy through adolescence and the transition to early adulthood. Special consideration is given to issues relevant to classroom teaching and counseling within school and child care settings. These include; the distinction between learning and development, the long term effects of early experiences, and the role of sociocultural context in development. The approach taken here draws upon theory and research in psychology, sociology, anthropology and the biological sciences. Readings will include secondary source materials (e.g., the textbook), primary source materials (research articles from refereed journals) and occasionally some popular press items. *The course is designed to provide a backdrop and conceptual tool for interpreting children's learning and development within diverse, urban settings today.*

## **Course catalog description:**

05:300:307. Human Development: Birth through the transition to early adulthood.

This is an introductory course in human development providing an overview of learning and developmental processes from birth through the transition to adulthood. Development during infancy, early childhood, middle childhood, adolescence and early adulthood is considered. Changes in physical, neurological, social, cognitive and emotional functioning during these periods are examined through the lenses of socio-cultural, developmental and learning sciences.

**Class materials/ Textbooks:**

Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7th edition*, New York: Worth Publishers.

Additional readings are available through the RU Libraries and the course website,

**Other description of course purposes, context, methods:**

In addition to serving as one of the introductory courses in education to be taken as part of the minor in education or a general education elective, this course covers basic issues in human learning and development, from birth through age 20, as required in the teacher licensure programs at the GSE. Issues in development within urban contexts will be explored.

**Grading policy:** All written assignments are assigned a due date. Grades on any work submitted after that date may be reduced. Many assignments involve class discussion. Due dates for discussion participation are absolute. Participation in discussion is evaluated and makes up a portion of the course grade. Everyone is expected to

participate on a regular basis. Failure to participate in discussions and complete weekly assignments will lead to a lower grade. More on grading appears later.

### **Assignments:**

Assignments include reading, regular discussion participation, two short papers, a take-home midterm examination and a take-home final examination. All written assignments are assigned a due date. Grades on any work submitted after that date may be lowered. Many assignments include class discussion and small group collaborative problem solving. Participation in discussion is evaluated and makes up a portion of the course grade.

Web site: <https://onlinelearning.rutgers.edu/canvas-login>

### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at

[http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

[\(Links to an external site.\)](#)

Academic integrity policy proscribes any form of cheating, including plagiarism.

**Plagiarism will be addressed in accordance with the University policy.** Please keep in mind that the penalty for plagiarism can include suspension and even permanent expulsion from the university.

Here's a thinking tool to help you decide whether you have committed plagiarism, even if it was unintentional. Imagine that Google had every word ever written on its servers (all published and unpublished writing, including all students' writing from all courses at the GSE and other universities, from all of history through this moment). Would a Google search on any extended phrase or clause in your document yield a hit on even one of these papers recorded through history? (Remember: this includes your own past papers, classmates' papers, text on any website, and all published papers.) If the answer is yes, and you have not cited that document and quoted the overlapping text, there may be a plagiarism problem.

### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Course Schedule**

In the course schedule, each week runs from Tuesday through Monday of the following week.

Week	Topics	Readings/Assignments
Week 1	<b>Foundations of development:</b>	Ch. 1 (textbook: LCC)
9/1-9/6	<b>Conceptualizing psychological change.</b>	Werner, E. Children of the Garden Island. Reprinted in M. Gauvain (ed.). <i>Readings in Child Development.</i> *
Week 2	<b>Biocultural Foundations of development:</b>	Ch 2, (LCC)
9/7- 9/13	Culture inherited through cultural tools & social processes.	Erikson, E. (1950) Eight Ages of man, Chi 7(1950).
	Biological inheritance	Childhood and Society, pp 247 - 274 *
	--Genes & Traits; evolution	
	--Inheritance through sexual reproduction	
	<b>Co-evolution of culture &amp; biology</b>	

Week 3	<b>The Beginnings: Prenatal, birth &amp; the first few months</b>	Ch 3 & 4
9/14-		
9/20	Pre & neo-natal development Ecological Systems theory-- an approach for analyzing the environment-	Morelli, Rogoff, Oppenheim & Goldsmith (1992).
	-	
Week 4	<b>Physical &amp; cognitive development:</b> Motor development, Self regulation & the role of experience.	Ch . 5 (LCC) & Ch 6 (LCC)
9/21-		
9/27	<b>Social &amp; emotional development in infancy;</b> Early social experience; the context and a responsive environment. Early experience and later life.	Henderson, Gerson & Woodward (2008)
	<b><i>Lifelong mechanisms for secure attachment &amp; competence.</i></b> Environments for secure attachments	
Week 5	<b><i>Communication and language</i></b>	Ch 7 (LCC)
9/28- 10/4	Shared social experiences and communication.  Emergence of language and the language learning environment.	Bruner & Sherwood (1976).



<b>Week 6</b>	<b><i>Thought processes in early childhood</i></b>	Ch 8 (LCC)
10/5- 10/11	<ul style="list-style-type: none"> <li>· Becoming a symbolizer</li> <li>· Early thought processes</li> <li>· Early literacy &amp; math</li> <li>· Play</li> <li>· Self regulation</li> <li>· Memory and cognitive strategies in EC</li> </ul>	<p>Trionfi &amp; Reese (2009).</p> <p>Application Paper #1 due , Monday, 10/11</p>
<b>Week 7</b>	<b>TAKE-HOME MIDTERM EXAM</b>	Midterm exam is due on Monday, 10/18.
<b>10/12-</b>		
<b>10/18</b>		

**Week 8**    ***Social development in early childhood***                      Ch 9 & Ch 10 (LCC)

10/19-

- Gender;

10/25

- Peer relationships;
- Contexts for families, classroom, community & culture

Cimpian, Mu & Erickson (2012)

**Week 9**    ***Thinking in middle childhood***                      Ch 11 (LCC)

10/26-  
11/1

- Planning, strategizing.
- Memory & attention
- Executive function
- Metacognition

Gauvain & Perez (2005)

***Social and cultural contexts***

- Variations across cultural settings
- Expanded cognitive skills in different contexts
- Support from caring adults

***Physical development in middle childhood.***

**Week 10 *Schooling and development***

**Ch 12 (LCC)**

11/2- · Contexts for learning

11/8 · School Readiness

Rittle-Johnson, Siegler &  
Alibali (2001)

· Succeeding in classrooms

· Cognitive consequences of  
schooling

· Peer collaboration

· Schools from the perspective of  
cultural psychology.

· Settings beyond schools

**Week 11 *Social & moral development***

**Ch 13 (LCC)**

- |       |   |   |  |
|-------|---|---|--|
| 11/9- | · | Social & moral reasoning.                                 | Crick, Grotmeter & Bigbee<br>(2002)        |
| 11/15 | · | Peers & peer groups. Family & community.                  |  |
|       | · | Understanding social justice from the child's perspective | Application Paper #2 due on Monday, 11/15. |

**Week 12 Adolescence**

**Ch 14 (LLC)**

11/17-  
11/22

*Puberty & physical development;*

Sexual development

Timing of puberty

Brain development

Campione-Barr & Smetana  
(2010).

*Cognitive & moral development.*

--Piaget's formal operations

--Information processing views

--Sociocultural approaches

--Kohlberg theory, Gilligan's theory.

--Parents', peers' & teachers'  
contributions to moral development.

--Moral standards vs. moral actions

**Week 13 *Adolescence***

**Ch 15 (LCC)**

11/23-  
11/29

Emotional development: experiencing & Arnett (2001)  
regulating emotions.

Peer relationships: friends, cliques &  
crowds.

Parents: adolescent/parent conflicts;  
beyond families.

Identity

Adolescent health

**Week 14 *Adolescence/transition to adulthood.***

11/30- Reconsidering adolescence.

12/6 Early Adulthood.

Social and emotional development;  
Context and culture

**Week 15 FINAL EXAM**

Final exam due on Friday,  
December 10.

**Grades in this course will be calculated as follows:**

1. **Weekly discussions** structured by the professor. (20% of course grade)
2. **Weekly reflections.** (20% of course grade)
3. **Two short application papers** (5% each; 10% of course grade in total)
4. **Mid term** examination (25% of course grade)
5. **Final** examination (25% of course grade)

**Here is some more detail about these components of the course.**

**Weekly discussions.** Each week, you will discuss the readings within Canvas discussion threads. We will focus on:

- Clarifying understanding of the readings. For research articles, this includes the research question, what the method was, what the results were, and whether the authors' conclusions are appropriate.
- Discussing applications and implications of the ideas you have read about.

To earn an A, the minimum requirement for contributing to the discussion is 7 (seven) or more substantive entries. Of these, 4 (four) posts or more should provide a thoughtful response to some of the questions in the threads, and 3 (posts) or more should respond thoughtfully to other students' comments.

Your contributions to the discussions should collectively indicate that you have read all the readings, and they should show that you are using and applying the ideas you have learned about. Discussion posts should be thoughtful and make use of the ideas in what you have read, but they need not be highly polished prose. Proofread your posts before posting them, but you need not worry about crafting multiple drafts of ideas before posting. We want thoughtful use of the ideas in the texts, but highly polished prose is not the goal here. Instead, we are looking to participate in meaningful, interesting discussions.

You should also contribute regularly throughout the week, not just at the beginning or the end of the week. I may pose follow-up questions in the latter half of the week that I would like us to reflect on.

Evaluation will be based on the number of contributions as well as the quality and timing (throughout the week) of your contributions. Good quality means that you are using important ideas from the texts in meaningful ways.



Discussions are places to explore and entertain ideas. There should be no presumption that we are always firmly committed to positions that they are presenting arguments for. It's fine to entertain different ideas as we go along.

**Weekly reflective responses** are weekly responses to questions that will be posed for you to think about as you are reading the reading assignments for that week. You will complete these responses before we begin discussing the readings the following week. I expect your responses to the weekly reflection question to show that you have thought about the material you have read about carefully and that you are making a strong effort to use these ideas in your responses to the questions.

**Two short application papers** will give you an opportunity to apply the ideas you are learning about to real developmental situation. In each paper, you will address a specific issue in development (e.g., social development and bullying; the impact of bilingualism on cognitive skills; variations in parenting practices and their impact on socioemotional and cognitive outcomes in children). More information will be provided about the application papers as several weeks into the course.

**The midterm and final examinations** will be take-home examinations that will also focus on questions that ask for demonstrations of deep understanding of the material and the ability to apply the ideas to practical situations. You will have one week to complete each examination.

## **Readings by Topic Area**

## ***Foundations for Child Development***

Werner, E. Children of the Garden Island. Reprinted in M. Gauvain, (ed.) *Readings in Child Development*.

Erikson, E. (1950) Eight ages of man. Ch. 7. *Childhood and Society*, pp. 247-274.

## **Infancy**

Morelli, G., Rogoff, B., Oppenheim, D. & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-631.

Henderson, A., Gerson, S., Woodward, A. (2008). The birth of social intelligence. *Zero to Three*. [www.zerotothree.org/reprints](http://www.zerotothree.org/reprints)

[\(Links to an external site.\)](#)

## **Early Childhood**

Trionfi, G. & Reese, E. (2009). A good story: Children with imaginary companions create richer narratives. *Child Development, 80*(4), 1301-1301 \*

Cimpian, A., Mu, Y. & Erickson, L.C. (2012). Who is good at this game? Linking activity to a social category undermines children's achievement. *Psychological Science, 23*(5) 533-541.

Bruner, J. & Sherwood, V. (1976). Early rule structure: The case of "peekaboo". In R. Harre (Ed), *Life Sentences*, London: Wiley, 55-62.

## **Middle Childhood**

Crick, N.R., Grotpeter, J.K. & Bigbee, M.A. (2002). Relationally and physically aggressive children's intent attributions and feelings of distress for relational and instrumental peer provocations. *Child Development, 73*(4), 1134-1142.

Gauvain, M. & Perez, S. (2005). Parent participation in planning children's activities outside of school in European American and Latino families. *Child Development, 76* (2), 371-383.

Rittle-Johnson, B., Siegler, R. & Alibali, M. (2001). Developing conceptual understanding and procedural skill in mathematics: An iterative process. *Journal of Educational Psychology, 93*(2), 346-362.

## Adolescence

Arnett, J. (1999) Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317-326.

Campione-Barr, N. & Smetana, J.G. (2010). "Who said you could wear my sweater?" Adolescent siblings' conflicts and associations with relationship quality. *Child Development*, 81, 464-471.

## Transition to adulthood /beginnings of early adulthood

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480. Doi:10.1037/0003-066x.55.5.469.

# 2021FA - INTRO SPEC EDUC

# 05:300:383:90

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Introduction to Special Education

05:300:383:90

Fall 2021



Upon successful completion of the course, students will be able to (standards within parenthesis are New Jersey Professional Standards for Teachers Aligned with InTASC May 5, 2014):

1. Describe the historical trends in special education including related litigation and legislation (Content: Standard #4, Content Knowledge).
2. Define and describe current terminology and issues in the field of special education, including inclusion and assessment practices and family and multicultural issues (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences; Essential Knowledge; Professional Responsibility: Standard #10, Collaboration).
3. Describe the diagnosis, identification, and characteristics of various disabilities (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences).
4. Describe service delivery options for students with disabilities and their families (The Learner and Learning: Standard #3, Learning Environments; Content: Standard #4, Content Knowledge; Instructional Practice: Standard #7, Planning for Instruction).
5. Identify general methods and strategies for meeting the social and educational needs of students with various disabilities (The Learner and Learning: Standard #1, Learner Development; The Learner and Learning: Standard #2, Learning Differences; Instructional Practice: Standard #8, Strategies).

**Course catalog description:**

Overview of the diverse physical, psychological, and social disabilities of special education children.

**Class materials/ Textbooks:**

Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference*. Pearson - Prentice Hall (ISBN - 13: 978-0-205-60056-4; ISBN-1-: 0-205-60056-5).

**[http://wps.ablongman.com/ab\\_smith\\_specialed\\_7/127/32705/8372513.cw/index.html](http://wps.ablongman.com/ab_smith_specialed_7/127/32705/8372513.cw/index.html)**

### **Grading policy:**

Your grade in this course is based on the percentage of total points that you earn. Each assignment has a corresponding point value (see below) and your final grade will be calculated as the number of points you earn in relation to the number of points available. These number grades will be converted to letter grades as follows:

90 - 100% = A

87 - 89% = B+

80 - 86% = B

77 - 79% = C+

70 - 76% = C

60 - 69% = D

59% and below = F

### **Assignments:**

Points will be earned for the following activities:

1. **Assignment 1: Position Paper** (50 points): Read chapters 1 and 2 in our text and write a position paper for the following case:

The case manager of Frankie, a 4<sup>th</sup> grader in a self-contained program at Thurgood Marshall Elementary School with significant reading and writing delays, is preparing an IEP for his upcoming annual review. The current concerns from the parents pertains to the level of accommodations and modifications provided to Frankie. Parents feel that there is not enough and questions the role that the teacher/administrator plays in her son's education. The teacher/administrator feel the accommodations and modifications

are appropriate and address what additional things should be carried out at home. The student is in a self-contained class receiving extra time, short breaks, small group instruction, modified tests and study guides, frequent breaks and added one to one support. You will take the side of either the parent, teacher or administrator and prepare a position paper making a case for the role that you play in the child's education and address the needs of the child based on your role in his life. Be sure to cite content from our text and other sources to support your position and reasoning for or against additional supports in class. This assignment should be approximately 3 pages in length double spaced.

1. **Assignment 2: Book Review** (50 points). Read and review a book from the popular literature that deals with a disability. You are free to choose a book of your choice but with permission from your instructor prior to reading the book. Children's books are not acceptable for this assignment. Your book review should be 1 to 2 pages (double-spaced) and should briefly summarize the story and address the guiding questions discussed in class.
2. **Assignment 3: Interview Project** (50 points). Interview a parent of a child with a disability or a young adult with a disability to gather information regarding the individual's experience as a parent of a child with a disability or a child with a disability in K-12 schools. If you have difficulty identifying an individual, seek assistance from your instructor. Prepare a list of questions that will help you understand the individual's experiences in schools. What would you like to know? Also, ask the individual to describe what he/she would advise you to remember/understand as a future educator. Schedule an agreed upon time for the individual. While interviewing the individual, ask your prepared questions and move beyond those questions based on the individual's answers. With this information, prepare a 2 to 3 page double spaced paper that describes who you interviewed, why you selected that person, and the circumstances surrounding your interview (where were you, who was present, etc.) and what you learned. In addition, describe how this information will help you as a future educator.
3. **Discussion Posts:** (10 points per week; total 120 points) Each student will be assigned two weeks to read an article pertaining to the theme/topic of that week and pose three discussion questions. Students will be required to respond to all three questions and comment on at least three of their classmates posts. This will total six discussion posts per week. The student posing the questions for their two designated weeks are not required to complete responses for those two weeks.
4. **Reflection Posts:** (10 points per week; total 120 points) Each student will respond to 2-3 reflection questions pertaining to the weekly readings from our text provided by the professor.



5. **Exam 1 and 2** (100 points each; 200 total). There will be two exams that consist of multiple choice, fill in the blank, and/or short essay questions. The questions will cover the required readings (text and articles), class lectures, student presentations, and class discussions. In addition, exam questions will include information covered in class that may or may not be addressed in readings and visa versa so reading and attending class are essential for successful

completion of this course. (Reflection and discussion posts are not required during exam weeks)

<b>Task</b>	<b>Points</b>	<b>Course Objective(s)</b>	<b>Due Date</b>
Reflection/Discussion Posts	240	All	Each class
Assignment 1: Position Paper	50	2,3,4	10/4
Assignment 2: Book Review	50	3,5	11/8
Assignment 3: Interview Project	50	2,3,4	11/22
Exam 1	100	1, 2	10/25
Exam 2	100	2, 3, 4	12/6
Total Possible Points	590	All	

If you have special needs as defined by the Americans with Disabilities Act and are eligible for academic accommodations, please notify your instructor immediately. Reasonable efforts will be made to accommodate your special needs. For additional assistance, please contact the New Brunswick Campus Coordinator at (732) 932-1711.

### **Assignment Submission:**

All assignments must be double spaced using 12-point Times New Roman font. Your name and course section should be in the top left corner of all assignments.

Late assignments are accepted only at the discretion of the instructor.

### **Policy: Professional Behavior and Demeanor:**

Students are expected to focus totally on class activities and not engage in alternate activities (social conversations, text messaging, etc.).

Students are expected to be respectful of divergent beliefs and opinions that may be voiced in class discussions, offering constructive questioning and feedback as appropriate.

Except where otherwise customary (e.g., deaf community terminology), students are expected to use person-first language when speaking of students with disabilities (e.g., student with a learning disability, NOT, LD student), and never use demeaning terms. Students should avoid terminology that objectifies human beings as “things” of pity, such as, wheelchair-bound, confined to a wheelchair, or suffers from a disability. Because normal has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students”, “typically developing students”, or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

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### **Course Schedule**

Week	Dates	Topic	Readings	Notes/Activities/Assignments Due
1	9/1-9/6	· Review syllabus · Disability and social justice	Smith & Tyler: Chapter 1	Week 1 Reflection & Discussion Posts

Disabilities and students

2	9/7-9/13	<ul style="list-style-type: none"><li>· Overview of special education, history, and law</li><li>· Trends in special education</li><li>Models of service delivery</li><li>· IEP process</li></ul>	Smith & Tyler: Chapter 2	Week 2 Discussion/Reflection Posts Due
3	9/14-9/20	<ul style="list-style-type: none"><li>· Cultural and Linguistic Diversity</li></ul>	Smith & Tyler: Chapter 3	Week 3 Discussion/Reflection Posts Due
4	9/21-9/27	<ul style="list-style-type: none"><li>· Speech &amp; Language Impairments</li></ul>	Smith & Tyler: Chapter 4	Week 4 Discussion/Reflection Posts Due

5	9/28-10/4	· Learning Disabilities	Smith & Tyler: Chapter 5	Week 5 Discussion/Reflection Posts Due
				Assignment #1 Due (10/4)
6	10/5-10/11	· ADHD	Smith & Tyler: Chapter 6  Evans, Owens, & Bunford (2014)  Harrison, Bunford, Evans, & Owens (2013)	Week 6 Discussion/Reflection Posts Due
7	10/12-10/18	· Emotional and Behavioral Disorders	Smith & Tyler: Chapter 7  Vannest, Harrison, Temple-Harvey, Ramsey, & Parker (2011)	Week 7 Discussion/Reflection Posts
8	10/19-10/25	· Exam 1 (Book due for book review)		NO POSTS THIS WEEK Exam due 10/25
9	10/26-11/1	· Intellectual Disabilities	Smith & Tyler: Chapter 8	Week 9 Discussion/Reflection Posts Due

10	11/2- 11/8	· Physical or Health Disabilities  · Deafness and Hard of Hearing	Smith & Tyler: Chapter 9 & Chapter 10	Week 10 Discussion/Reflection Posts Due  Assignment # 2 Due (11/8)
11	11/9- 11/15	Low Vision and Blindness	Smith & Tyler: Chapter 11	Week 11 Discussion/Reflection Posts Due
12	11/16- 11/22	· Autism Spectrum Disorders	Smith & Tyler: Chapter 12	Week 12 Discussion/Reflection Posts Due  Assignment # 3 Due (11/22)
13	11/23- 11/29	· Low Incidence Disabilities  ·  Giftednes s and Talent	Smith & Tyler: Chapter 13 & 14	Week 13 Discussion/Reflection Posts Due
14	11/30	· Exam 2		Exam Due 12/6