

Stanford University
Graduate School of Education

Course Syllabus
**EDUC 285: Developmental Foundations, Dis/ability,
Access, & Inclusion**

Summer 2020



Instructor

Chris Lemons, Ph.D.
485 Lausen Mall | EDUC 319

[REDACTED]@stanford.edu

Office Hours: By appointment.

Class Schedule and Canvas Link

Meeting Schedule:

All classes meet from 1:30pm-3:15pm
Thursday, Aug. 13th. And Monday-Thursday, Aug. 17th-20th.

Canvas Link: TBD

General Description

The purposes of this course are to increase STEP candidates' knowledge related to (a) evidence-based practices for providing high-quality, inclusive instruction for students with disabilities, and (b) successfully co-teaching and collaborating with special education teachers.

(Note, for 2020-2021, this course will be taught across the academic year. Additional information for later quarters will be provided at the beginning of each quarter.)

Required Text

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2020). Teaching Students with Special Needs in Inclusive Classrooms (2nd ed.). Sage Publications, Inc. [Purchase Interactive eTextbook [here.](#)] *Please select the 'LIFETIME' option* because we will be using the book through the end of the spring quarter.

Note. I encourage you to purchase the interactive eTextbook (eText ISBN: 9781544365008, 1544365004) as it includes many high-quality videos we will watch across the academic year. Additionally, the eTextbook allows you to have the text read aloud, and it includes features such as highlighting, annotation, etc. If you prefer a

paper version of the text, I encourage you to purchase the bundled option (ISBN: 9781544378237) which provides eTextbook access plus a paper copy of the text. [You can purchase the bundle [here.](#)]

Additional Readings and Resources

These will be posted on Canvas.

Students with Documented Disabilities

Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

Grading

The reflection completed during the summer quarter will account for 10% of the final grade which will be assigned at the end of the spring 2021 quarter. Late assignments must be communicated in advance and require a valid reason. Active class participation is key in this class and will account for 10% of the final grade. Students are expected to attend all class meetings. A student who misses more than 30% of the class meetings will not receive credit for the course. Additional detail on assignments in later quarters will be provided.

Course Procedures

This five-session course lays the groundwork for additional sections of the class that will be taught across the Fall, Winter, and Spring quarters. There will be a synchronous learning component via Zoom in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the next Zoom meeting. The goal is to have dynamic online meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Contact me prior to class if you cannot attend or will be late. If you are absent, you are responsible for collecting in-class assignment materials for the day you missed. In addition, you will need to contact the instructor for further directions on meeting course requirements for material missed.

Course Requirements

For the summer quarter, your assignment will be to complete a structured reflection on the content of the five sessions. In this reflection you will make connections with the covered content and your developing professional persona. You will also describe ways the content will impact your actions when you enter the classroom. Finally, you will detail questions and issues that you hope will be covered in more detail in the remaining quarters of the class. Additional detail on the assignment will be provided.

The STRIP

This formative assessment allows me to collect information from you at the end of each class period regarding your understanding of covered content and your enjoyment of class. After each class, you will complete a quick survey to indicate your understanding and enjoyment of the class session, on a scale between 1 (low) and 5 (high). Additionally, I encourage you to provide anonymous feedback. I will calculate averages for each class and share this with you.

Schedule of Topics

Summer

Class 1: Thursday, 8/13/2020

- Topic: What makes special education special? What will your role be as a general educator?
- Readings:
 - Zigmond, N., & Kloo, A. (2011). General and special education are (and should be) different. *Handbook of special education*, 160-172.
- Resources:
 - [OSEP Impact Panel talk](#)

Class 2: Monday, 8/17/2020

- Topic: Inclusive teaching as responsive education – Part 1
- Readings:
 - Textbook, Chapter 1, pgs. 1-14.
 - Zigmond, N., Kloo, A., & Volonino, V. (2009). What, where, and how? Special education in the climate of full inclusion. *Exceptionality*, 17(4), 189-204.

Class 3: Tuesday, 8/18/2020

- Topic: Inclusive teaching as responsive education – Part 2; Disability vs. dis/Ability – What's going on here?
- Readings:
 - Textbook, Chapter 1, pgs. 14-30.
 - Annamma, S. A. (2017). *The Pedagogy of Pathologization: Dis/abled Girls of Color in the School-Prison Nexus*. Routledge. [Focus on 'Dis/ability Critical Race Theory (DisCrit) pgs. 6 -9; Remainder is optional.]
- Optional:
 - Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race, Ethnicity, and Education*, 16(1), 1-31.

Class 4: Wednesday, 8/19/2020

- Topic: Delivery of appropriate services to students with special needs – Part 1
- Readings:
 - Textbook, Chapter 2, pgs. 32-50.
 - Smith, J. L. M., Sáez, L., & Doabler, C. T. (2016). Using explicit and systematic instruction to support working memory. *TEACHING Exceptional Children*, 48(6), 275-281.

Class 5: Thursday, 8/20/2020

- Topic: Delivery of appropriate services to students with special needs – Part 2
- Readings:
 - Textbook, Chapter 2, pgs. 50-73.
 - Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education*, 36(4), 186-205.

Topic Schedule for Fall/Winter/Spring TBD.