



**SPD 2301 INTRODUCTION TO SPECIAL EDUCATION
FALL SEMESTER 2017
ONLINE**

SPD 2301 is a required course for Special Ed. EC-12 and EC-6 Generalist Teacher Certifications
College of Education

Department of Language Literacy and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Online Course Blackboard

Course Description: This survey course presents characteristics of special needs students, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning how to find and use resources

Important: Understanding fundamental principles

Text/Readings:

***Required:** Solomon, A. (2012). Far from the tree: Parents, children, and the search for identity. New York, NY: Scribner. 978-0-7432-3671-3

***IMPORTANT:** This book will also be required for Sped 3301 Learning and Instruction for Children with Disabilities.

Before beginning any assignments, go to the Blackboard course and read "Getting Started".

Standards Matrix:

Objectives / Learning Outcomes-TLW	Activities (* indicates field-based activity)	Performance Assessment	Standards: <i>S-Spa Standard</i> <i>TS-Texas Educator</i> <i>DDP-Diversity and Disposition Proficiencies</i> <i>CF-Conceptual Framework</i> <i>NETS- ISTE NETS</i> <i>Technology Standards</i>
#1 Recognize and describe characteristics of students with specific disabilities	*school site experiences and observations text readings and class discussions	Video analysis tests Research Paper	<u>Spec.Ed. 4.1k, 4.3k, 4.6k,4.8k,4.9k,4.10k</u> <u>EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k</u> <i>CEC Core- #2</i> <i>Characteristics of Learners</i> <u>CF 5</u> <u>NETS 3a</u> <u>DDP-1,2,4</u> <u>Nets 3a</u>
#2 Examine and distinguish the protections and requirements of federal laws	* school site observations text readings and class discussions group reports	Video analysis Tests Oral presentation	<u>Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k,1.9k</u> <u>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,</u> <i>CEC Core-#1 Foundations</i> <u>CF 5, DDP 4</u>
#3 Identify and define elements utilized for IEP and program development	*school site observations text readings and class discussions	Video analysis Tests	<u>Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,</u> <u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u> <i>CEC Core-#4 Instructional Content and Practice</i> <u>CF 5, DDP 4</u>
#4 Define and describe special education services and supports	*school site visits text readings and class discussions	Video analysis Tests	<u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u> <u>EC-12- 1.14k</u> <i>CEC Core- #5</i>

#5 Observe and describe elements and interactions that support collaborative models and professional roles	* school site visits text readings and class discussions civic engagement activities	Video analysis Tests	<u>Spec. Ed.- 3.3k, 3.5k, EC-12-4.1k,4.2k 4.4k,</u> <i>CEC Core- #7</i> <i>Communication and Collaborative Partnerships</i> <u>CF 5</u> <u>DDP 1,2</u>
#6 Adhere to standards of ethical practice, confidentiality professional conduct	*school site visits class discussions civic engagement activities	Video Analysis Tests	<u>Spec. Ed.- 2.5k, 3.6k, EC-12 4.14k</u> <i>CEC Core- #7</i> <i>Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i> <u>CF 5, DDP4</u>
#7 Recognize approaches, current trends and issues in special education	texts readings and class discussions group reports professional development activities	Video analysis Tests	<u>Spec. Ed.-10.1k, 10.2k, 6.1k</u> <u>NETS ISTE Standard # 3</u> <u>EC-12 2.6k, 2.16k, 2.18k</u> <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i> <u>CF 5, DDP-3</u>

www.sbec.state.tx.us - www.cec.sped.org

<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.



“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

College of Education Information:

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student.

Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

Course Format:

Through presentation videos, Blackboard, discussion board, group activities, text readings, class assignments and assessments, the students and instructor will work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for reference. Participation in discussions is required! This is part of your overall grade.

Course Content:

The learner will:

1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. Recognize approaches, current trends and issues in special education.

Course Requirements/Expectations:**IMPORTANT NOTICE**

*All written assignments must be sent through Blackboard. Assignments sent through email will **NOT** be recorded.*

1. **Deadlines/Participation.** Regular and punctual submission of assignments and completion of quizzes is expected. There is a **ONE TIME 24 hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for the research report or quizzes. **Weekly assignments are due before Sunday at 2:00 pm.**
2. **Research Report:** Each student will select a disability to research and complete a 10 page research paper including citations and references. References must be from peer referred journals or websites which include the extension of .edu or .gov. No references to Wikipedia will be accepted. All in text citations and references must be in APA (American Psychological Association) style formatting. The teacher handout is a one page brief overview of the important points of the paper that could be used to summarize the paper as if you presented it to a group of teachers. This will be placed at the end of the paper as an appendix and is included in the 10 page limit. The emphasis of this assignment is to explore the impact of various types of disabilities on the social, educational and career experiences of individuals with disabilities.
3. **Quizzes.** There will be online quizzes throughout the semester; additionally you **may** have a mid-term and a final exam.
4. **Instructional Videos:** Weekly videos will be viewed online for discussion and analysis. Some videos may require a written analysis. An analysis means that you identify the big ideas of the video and then explain why this matters. A video analysis makes connections to other readings and discussions. You may need to upload RealPlayer to view these videos.
5. **Class Discussions.** Students will gain content knowledge by reading the texts and additional readings **BEFORE completing assignments.** This will ensure that students are prepared to discuss the readings in a scholarly manner. Students **must** participate in class or online discussions in order to gain participation points. It is the responsibility of the student to introduce him or herself to the instructor and class members when commenting online, so that appropriate credit can be awarded to the participation. Please remember that you must use **research supported evidence in your discussions and cite those resources.** Review the rubric to make sure that you answer respond to the issue and then reply to at **least 2 of your classmates adding new researched information in these replies.**
6. **Academic Honesty:** This class will follow University Guidelines for Academic Honesty according to Academic Policy Statement 810213. Academic Policies may be found at http://www.shsu.edu/~vaf_www/aps/stualpha.html.
7. **Time Requirement:** For every credit hour you will be expected to complete three hours of study. So that is a total of **9 hours of study** for this class!
8. **Cell Phone Policy:** Sam Houston State University Academic Policy Statement 100728. **Cell phones are to be turned off** in class unless given individual permission by the instructor. Not applicable to online classes.

9. Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

Expectations: This is likely to be one of your first professional education classes. Deadlines must be met, and **you must check your announcements and email daily.**

GRADING:

Some but not all of the assignments will be calculated into your final grade for this class. I will randomly select those assignments that will be graded. It is expected that all assignments be completed to the best of your ability regardless of whether they are calculated into your final grade score. The grading scale is as follows:

GRADING SCALE

A = 92% - 100%

B = 84% - 91%

C = 75% - 83%

D = 67% - 74%

F = Below 67%

A grade of "A" means that you exceeded the college level expectations for this course.

A grade of "B" means that you met above average college level expectations for this course.

A grade of "C" means that you met an average college level expectation for this course.

A grade of "D" or "F" means that you **did not meet college level expectations** for this course and if this course is in your major you will need to retake it again.

The Reading Center

Farrington Building, Suite 109.

936.294.3114

Hours:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 3:00pm

Sunday 2:00pm – 7:00pm

The Writing Center

Sam Houston State University

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

Farrington 111

SKYPE

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

The Woodlands Center

Mon.-Wed. 1:00 p.m.-5:00 p.m.

POLICY FOR STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Students with Disabilities and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION \(Not applicable to online format\)](#)
 - [Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS \(Not applicable to online format\)](#)
 - [Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES \(Not applicable to online format\)](#)

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Recommended Readings (Journals)

Behavioral Disorders

Exceptional Children

Teaching Exceptional Children

Journal of Learning Disabilities

Learning Disabilities Quarterly

Remedial and Special Education

Education and Training in Developmental Disabilities

Focus on Autism and Developmental Disabilities

Young Exceptional Children

Research and Practice in Severe Disabilities

Journal of Special Education

Education and Treatment of Children

Weekly Calendar: The table displays UNITS of study and NOT CHAPTER NUMBERS. Read the titles to make sure you are reading the correct content information.

Date	Due
*the bolded dates in this column are the due dates for completion of all assignments in the unit.	<ul style="list-style-type: none"> Each unit lasts for one (1) week. There are assignments due each week on or before each Sunday at 2:00 pm. This course requires 9 hours of work per week! Please notice how many assignments are due each week. What that means for you is this: To be successful in this class you must do an assignment each day/night even though the drop dead due date is Sunday afternoon before 2:00 pm. If your plan is to do the assignments only on the weekend, you will be working on them all day Saturday! Do you really want to do that? Is that realistic in terms of the grade you desire? “Due” does not mean “do”.
Week 1 <i>Introduction</i> 8.23-8.27	1. Review Blackboard items (left side menu on Blackboard) 2. Review Syllabus
Week 2 *8.28-9.3	1. Read “People First Language” 2. Complete People First Language assignment and submit as an attachment in Blackboard. 3. Watch the video, “Are you Happy?” 4. Complete the analysis the video and submit as an attachment in Blackboard.

Week 3: 9.4-9.10	<ol style="list-style-type: none"> 1. Watch video: The Poor conditions of the Willowbrook State School..... 2. Complete the discussion on Willowbrook. Remember that you will want to respond to the question early in the week (Tuesday or Wednesday) so that you can reply to 2 classmates by the deadline. Discussions must have citations and references. They are scholarly discussions not just your opinion. You must back them up with research you have read. 3. Read the "Story of Intellectual Disability Time line." 4. Create a Time line and submit as an attachment in Blackboard 5. Watch the video "Celebrating 35 years of IDEA" 6. Assignment: Celebrating 35 years of IDEA: Complete script
Week 4: 9.11-9.17	<ol style="list-style-type: none"> 1. Read the document, "The Evaluation Process for Special Education" 2. Complete the "Understanding the Evaluation Process for Sped" assignment. 3. Read the chapter, "Disability" in the book, Far From the Tree (Chapter VII) 4. After reading the chapter on Disability in Far From the Tree, copy (2) two passages from the chapter that stood out for you. I recommend that you do this on a word document and then copy and paste it in the discussion board. Remember you must create a thread before you can see others' posts. Explain why each of these passages stood out in your reading. How does each passage connect to what you believed in the past about disability or what you believe now? How does each passage connect to the world today? Please remember to seek our research to find instances of how these ideas connect to what is happening in our world today and cite these resources. 5. Begin to plan your research paper.
Week 5: 9.18-9.24	<ul style="list-style-type: none"> • Read the article, "Response to Intervention" • Complete the "Response to Intervention" Assignment • Talk with teachers at your school. Write an essay that describes the RTI process at your school. Make sure you describe what happens at each Tier and how each Tier is different from the others. Also describe the interventions used in your school's RTI. Go to the "What Works Clearinghouse" website under Resources. Research your school's interventions to see if they are research based and if so, how effective are they. Discuss this in your essay.

Week 6: 9.25-10.1	<ul style="list-style-type: none"> • Read chapter IV on Down Syndrome in Far From the Tree • Complete the discussion the chapter IV in Far From the Tree • Watch the videos • Select 2 scenes from two of the videos that stood out for you. Explain why they stood out for you and how each scene connected to something else you have read or learned in this course. • Please use examples, citations, and references.
Week 7 10.2-10.8	<ul style="list-style-type: none"> • Start planning your issue paper now • Review the PowerPoint on Mild Intellectual Disabilities • Read the attachments to the “Interpreting IQ scores and Achievement Assignment” (They’re in red by the paper/ruler icon) • Complete the “Interpreting IQ scores and Achievement Assignment. • Review the video “Let’s Talk about Intellectual Disabilities: Loretta Claiborne at TED.” • Answer the questions related to the video, “Let’s Talk about Intellectual Disabilities: Loretta Claiborne at TED.”
Week 8 10.9-10.15	<ul style="list-style-type: none"> • Read and study the PowerPoint on Students with Learning Disabilities. • Review the video clips, “I can do this but I can do that.” • Read the documents, 10 myths of Reading Instruction, Mumble reading, Specific Learning Disabilities. • Complete the video analysis on “I can do this but I can do that.”
Week 9 10.16-10.22	<ul style="list-style-type: none"> • Start researching and outlining your issue paper • Watch the video, Autism-what we know.... • Watch the video, The beauty of raising an autistic child • Complete the Discussion question. Respond by Weds and reply to 2 classmates by Sunday (use citations and references) • Go to the website AFFIRM and sign up for an account (free) http://afirm.fpg.unc.edu/ • Complete the module on Task Analysis • Complete the Task Analysis Assignment
Week 10 10.23-10.29	<ul style="list-style-type: none"> • Listen to the lecture from Dr. Barkley on ADHD • As you listen, take notes! This will help you with the next assignment. • Read the document “Graphic organizers explained.” • Create a graphic organizer for lecture on School Management of Children with ADHD. (You can use PowerPoint or Word document (1-2 pages)) and send as an attachment in Blackboard.

Week 11 10.30-11.5	<ul style="list-style-type: none"> • <i>Are you having problems with writing the draft of your paper? Call the Writing center and make an appt. They can even work with you over email or skype. Many of my students call the writing center to review their drafts before turning them in for a grade.</i> • Read the document on Bullying and the IEP • Read the article, "Stop the running....." • View the video "How to make a Visual Schedule" • Go to http://theautismhelper.com/behavior-visuals-specials-classes/ • Develop a set of visuals for a Specials Class (gym or art or music). Take a picture of the visuals you make and submit through Blackboard as .jpg attachments.
Week 12 11.6-11.12	<ul style="list-style-type: none"> • Read the article Bullying and the IEP • Complete the Bullying and the IEP Assignment • Read the article Stop the Running..." • Complete the Stop the running assignment.
Week 13 11.13-11.19	Submit issue paper....No late papers will be accepted. Please do not even ask!
11.20-11.26	<ul style="list-style-type: none"> • No assignments

Program Assessment Issue Paper:

Directions for Program Assessment Issue Paper.

1. Click on the Program Assessment for Reflection Paper f. 2017 and print this out. This assessment will be used to grade your issue paper.
2. Read the question carefully for the issue paper. It might be helpful if you rewrite the question in your own words to make sure you understand it.
3. After reading the question, write your paper using Times New Roman font 12, double spaced.
4. Make sure that you have a strong thesis statement in the introduction.
5. **Question:** Inclusive services have been a core argument in special education for many years. Central to this issue are the benefits of full inclusion and the role of the educator. Discuss your views on the inclusion issue and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.
6. Be sure that you use citations in text and a reference page.
7. Your paper should be between 1000-1500 words including references.
8. Use a header in your paper with your name, course number, and section number
9. It would be in your best interest to write a draft and then contact the writing center for assistance in proof reading your work. Use the assessment rubric to proof your paper.
10. Submit the work through Turnitin.com in Blackboard.

11. You must also submit your paper to TK20 account (See Help and How To on left hand side menu).

Reference List: You may use 1 **reputable Internet site** from a .edu or .gov , and referred articles from the library database.

Issue Paper Submission: Submit the issue paper through Blackboard. Make sure that you review the rubric before writing your paper to earn the grade that you desire. Use the latest edition of APA style formatting. You may want to go to the OWL at Purdue website for information on APA style formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>

HOW TO FIND ONLINE **REFERRED** JOURNAL ARTICLES

1. From the SHSU Homepage, go to the Newton Gresham Library on the left hand side of the SHSU Homepage under ACADEMICS
2. On the left-hand side of the Newton Gresham Library page, go to Databases under RESEARCH.
3. Go to Databases by subject.
4. Select Education.
5. Select either Wilson's Full Text or Academic Search Complete and log in.
6. Or as an alternative, you can scroll to the bottom of the page and fill in the search box in Goggle Scholar.
7. To search, fill in the blanks under "FIND" with pertinent topics, one for each blank. I usually use two topics like "cerebral palsy" and "family" if searching for an article on family involvement. Another example would be "written expression" and "assistive technology" for information on learning disabilities in written expression.
8. The library staff are very helpful if you need assistance and the ASK A LIBRARIAN function is in the upper right hand corner if you need help.

CLASS GUIDELINES

It will be to your advantage to follow this process to ensure that you will receive the greatest benefit from the class and the grade you desire to earn.

Check Online Course announcement daily to see if there have been any changes in the assignments or something that may affect your class.

You should review the calendar for the month and each week review the current week and the next week to see what readings, assignments and possible tests that will be coming up for the weeks and month ahead.

Readings must be completed so you will be prepared for tests and discussions.

Assignments must be completed when due. There will be a ONE TIME per semester 24 hour grace period granted for an assignment that is late due to technology problems or unanticipated events. This does **NOT include the issue paper**. Ensure that I am notified promptly if problems occur. After the 24 hours, Blackboard is set to reject the assignment. No assignments will be accepted on paper or through any email. All quizzes are online and must be completed within one hour's time and on the date specified. **There are no makeup tests!** As on the State Licensure exams, questions are not "thrown out" if students find them ambiguous. You are to pick the best answer based on the author's writing.

Read each assignment's instructions carefully and thoroughly. Do not assume that each assignment will be done the same. Do not attempt to complete the assignments without reading the article or chapter reading. "In your own words" means answer the questions in your words NOT quoting the entire chapter or paragraph from the chapter. Use outside references to support your ideas. I want to know what experts agree with your opinion!

Assignments must be submitted through Blackboard. Assignments will not be accepted through any other medium, either hard copy or shsu.edu email.

IT IS THE STUDENT'S RESPONSIBILITY TO HAVE A WORKING KNOWLEDGE OF BLACKBOARD. IF YOU HAVE A PROBLEM OR QUESTION CONCERNING HOW TO SUBMIT AN ASSIGNMENT PLEASE CALL THE HELP DESK. 936-294-help

Assignments must be submitted using Microsoft Word 2003 version or later or RTF (Rich Text Format).