



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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COURSE SYLLABUS

**Introduction to Special Populations in Public Schools**

**EDUC 2301**

**3 credit hours**

**INSTRUCTOR:**

**Ann Lewis, Ed.D.**

INSTRUCTOR: Ann Lewis, Ed.D.  
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OFFICE: Stephenville Campus, Faculty Offices  
PHONE: 254-679-1092  
HOURS: by appointment

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

### **III. Required Background or Prerequisite**

TSI Reading and Writing requirements must be met.  
EDUC 1301 is preferred but not required.

### **IV. Required Textbooks and Course Materials**

Payne, Ruby. 4<sup>th</sup> Revised Edition (1996). *A Framework for Understanding Poverty*, New York, NY: AHA Process, Inc., ISBN: 1-929229-48-8

Daugherty, Paul. (2015). *An Uncomplicated Life, A Father's Memoir of His Exceptional Daughter*, New York, NY: Harper-Colling Publisher. ISBN: 978-0-06-235995-7

Gurian, Michael (2011). *Boys and Girls Learn Differently, A Guide for Teachers and Parents*, San Francisco, CA: Jossey-Bass Publisher. ISBN: 978-470-60825-8

## V. Course Purpose

The purpose of this course is to expose future teachers to the various populations he/she will encounter in the classroom. Emphasis will be placed on student identification and thorough description of each type of population. Sixteen hours of classroom observations should demonstrate class notes, research and TASK assignments.

## VI. Learning Outcomes

By the end of course, students will:

1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning
3. Describe the impact of socioeconomic status on learning and creating equitable classrooms.
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

**“The task of the modern educator is not to cut down jungles but to irrigate deserts.”**  
C.S. Lewis, The Abolition of Man, pg. 13.

## **VIII. Methods of Instruction**

Class will consist of discussions of teacher-prepared notes, supplemented by student research. Students will also deliver a detailed Power Point presentation on a specific learning disability of their choice. After observations have begun, considerable time will be dedicated to thorough discussion and comparisons of these classroom observations.

## **IX. Methods of Assessment**

Students will be assessed with the following methods of assessment:

Tasks: Weekly Tasks will be distributed at the end of each week. They will require students to incorporate the class notes with appropriate applications. These will require additional research. (CT, EOS, SR)

Research Assignments; Each week at the end of the first day of instruction a research activity will be assigned. It will unite class discussion with current issues, This will be due at the beginning of of the second day of instruction. CT, EOS, SR)

Observation Logs: Students will be required to submit logs of time spent observing in the public classrooms that demonstrate exposures to practices in our schools. They will also be required to orally discuss these findings in the following course class. (CT, EOS, COM)

Power Point Presentation: Students will supplement class notes by presenting a power point presentation of a specific learning disability of their choosing. (CT, COM, EOS, SR)

Outside Reading Books Class discussions will be conducted over each of the three trade books. (CT, SR)

Final Exam: The final exam will consist of Short-Answer questions from class notes and classroom observations. (CT)

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

## **X. Course/Classroom Policies**

Grades will be calculated on the point system. It will be possible to earn approximately 500+points during the semester. Your grade will be determined by the percentage of these points you accumulate. The grading scale is the accepted Ranger College scale and is posted above.

No grades will be dropped and no extra credit will be given. We will periodically calculate points so you will be aware of class standing at all times.

If a student has the equivalent of three weeks of unofficial absences in a course in which he/she is currently enrolled, the instructor may drop the student with a grade of "F". The only official absence is an authorized College activity. Other absences may be excused at the instructor's discretion but must be initiated by the student. Emailing the instructor of impending absence is greatly appreciated.

Cell phone use is not permitted except for emergencies or research when instructed to do so.

### **XI. Course Outline/Schedule**

Week 1 Introductions, Syllabus Discussion

Week 2 Non-traditional families

Week 3 Poverty (Socioeconomic Diversity)

Week 4 Minorities/Race

Week 5 Victims of Violence at School/Bullying

Week 6 Victims of Violence at Home/At-Risk/Neglect

Week 7 Migrant/Mobility

Week 8 Young Learners

Week 9 Gender Diversity

Week 10 Language Diversity

Weeks 11-14 Special Education

Week 15 Gifted and Talented

Week 16 Final Exam

### **XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

### **XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.