



**COURSE OUTLINE**

<b>COURSE NUMBER:</b>	<b>DEA 15127 PTW01</b>
<b>COURSE NAME:</b>	<b>Helping Children Learn in a School Setting</b>
<b>METHOD OF DELIVERY:</b>	<b>ONLINE</b>
<b>INSTRUCTOR:</b>	<b>Jeff Anderson</b>
<b>INSTRUCTOR CONTACT:</b>	<a href="mailto:je.anderson@uwinnipeg.ca">je.anderson@uwinnipeg.ca</a>
<b>DATES AND TIME:</b>	<b>January 12 – March 16, 2021</b> <b>10 Tue, 6:00 p.m. – 9:00 p.m. Winnipeg Time</b> <b>See Nexus for Zoom details</b>

*This course will be offered in a blended format. Blended courses combine live virtual meeting and lecture times with independent study*

<b>EXAMINATION DATES:</b>	<b>Final Text (Online via Nexus)</b> <b>March 16, 2021</b> <b>Check Nexus for text details</b>
<b>TECHNOLOGY REQUIREMENTS:</b>	<b>Laptop required</b>
<b>TEXTBOOK:</b>	<b>Reading materials provided by instructor</b>
<b>PRE-COURSE READING:</b>	<b>see lecture schedule</b>

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**NEXUS:**

Course materials, resources and assignments will be posted on Nexus, the online course management system, supporting the delivery of this course. Please use your WebAdvisor username and password to log in to Nexus system to retrieve these materials and to access important class communication. Not all part-time courses are posted on Nexus.

Important information regarding your UW student account can be found [here](#).

## **COURSE DESCRIPTION:**

Examines the process of learning for all children, with an emphasis on students who require extra assistance in the school setting. Topics include the learning process, theories of development, learning styles, beneficial learning environments and groupings, organizational and management strategies, and intervention strategies.

## **LEARNING OUTCOMES:**

- Understanding of the learning process, particularly for students requiring extra assistance in the school setting
- Familiarity with learning styles, beneficial learning environments and groupings
- Familiarity with Individualized Education Plans (IEPs)
- Familiarity with organizational, management and intervention strategies
- Understanding of the philosophy of inclusion
- Knowledge about strategies for EAs to promote successful inclusion of special needs students in regular classroom settings

## **DISCLAIMER:**

Please consider this course outline as a general guide. Time constraints and other unforeseen factors may require some adaptation of the course materials.

## **LECTURE SCHEDULE:**

<b>SCHEDULE DATES</b>	<b>LECTURE TOPICS</b>	<b>REQUIRED READINGS</b>
Class 1 January 12	Welcome, introduction, course overview and expectations and Reflective Writing General background of Public Education (understanding the School Setting) philosophical and particular	Content will be posted to the course site Nexus.
Class 2 January 19	Choice Theory Dr. William Glasser Maslow's Hierarchy of Needs in an Educational Context Assignment	Content will be posted to the course site on Nexus.
Class 3 January 26	Multiple Intelligence Theory Take a multiple intelligence test Assignment	Content will be posted to the course site on Nexus.
Class 4 February 2	VARK Learning Styles Assignment	Content will be posted to the course site on Nexus.
Class 5 February 9	Bloom's Taxonomy Assignment	Content will be posted to the course site Nexus.
Class 6 February 16	Study Skills Part 1	Content will be posted to the course site on Nexus.

Class 7 February 23	Study Skills Part 2 RTI Response To Intervention	Content will be posted to the course site on Nexus.
Class 8 March 2	Student Specific Planning IEPs (Individual Education Plan)  Information for writing SMART goals.  Smart Goals Assignment	Content will be posted to the course site on Nexus.
Class 9 March 9	Positive School Environment Personal Beliefs about the role of an Educational Assistant Positive School Environment Assignment	Content will be posted to the course Nexus.
Class 10 March 16	Wrap – Up Review Final Test – Online via Nexus – Check Nexus for text details	Content will be posted to the course site on Nexus.

**Remember to complete your course evaluation immediately after this course is complete. We take your feedback very seriously and use it to continually improve our courses and programs.**

- **Full time course evaluations are available on NEXUS**
- **Part time and online course evaluations will be emailed to you**

#### **VOLUNTARY WITHDRAWAL:**

Students can voluntarily withdraw from a course up to the 75% point in a course without any academic penalty. Note that this does not include the hours for the invigilated exams. It is the student's responsibility to withdraw this course to ensure no academic penalty is incurred. Please consult the Registration Office or Academic Advisor for a **Request for Voluntary Withdrawal** form.

#### **METHOD OF EVALUATION:**

<b>VALUE</b>	<b>ITEM OF WORK</b>	<b>DUE DATE</b>
10 @ 5 = 50%	Participation and reflections	Daily
5%	Maslow's Hierarchy assignment	Jan. 26
5%	Multiple Intelligence assignment	Feb. 2
5%	VARC assignment	Feb. 9
5%	Bloom's Taxonomy assignment	Feb. 16
5%	Smart Goals assignment	Mar. 9
5%	Positive school climate assignment	Mar. 16
20%	Final Test – Online via Nexus – Check Nexus for test details	Mar. 16

All applicable assignments must be typed, as well as formatted and referenced according to the latest APA Edition specifications. See the policy on the [UWINNIPEG PACE Academic Writing Standards](#).

**MINIMUM GRADE:**

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

**PARTICIPATION:**

Participation is an important component of a meaningful learning process. Contributions to class activities, group work, and class discussion will enhance your academic success and contribute to a more positive and productive learning environment. Participation is a reflection of actively engaging in classroom work and attentiveness to the contributions of others and the instructor. Participation is also a reflection of being present in the classroom in a timely fashion and not distracting others.

**PARTICIPATION GRADE RUBRIC:**

GRADE	CHARACTERISTICS / DESCRIPTION
0-2%	Displays most or many of the following: Does not participate in class discussion. Does not ask questions. Does not listen when others speak or interrupts discussion. Is distracted during class (i.e. uses social media, cell phone, computer, sidebar conversations etc.). Is almost never prepared. Misses all or nearly all classes, is late for all, or nearly all, start of the class, or is late returning from breaks.
3-5%	Displays most or many of the following: Is present, but responds minimally when asked directly. Is adequately prepared for class, but does not analyze or provide interpretation. Rarely asks questions, and does not always listen when others speak; is sometimes distracted during class (i.e. uses social media, cell phone, computer, sidebar conversations, etc.). Is often absent, or late, for the start of the class or returning to class after break
6-8%	Displays most or many of the following: Well prepared and offers analysis in discussions. Contributes and interacts in class discussions – listens and responds to other students, asks questions, offers and supports other opinions, even those with differing views. Consistent involvement. Attends nearly every class, is rarely late for the start of the class or returning from break. Is largely attentive to class discussions and instructor. Rarely inattentive due to the use of cell phone, computer, or sidebar conversations, etc.
9-10%	Displays all or nearly all of the following: Very well prepared – read materials and relates it to other materials (readings, course material, discussions, experiences, etc.). Evaluates and analyzes material, and offers new and insightful approaches. Significantly contributes to discussion – listens to classmates and provides further analysis to maintain discussion. Very active discussion. Attends every class, is never late for the start of class or returning from break. Is always, or nearly always,

	attentive to class discussions and the instructor, never uses cell phone, computer or engages in sidebar conversation.
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### **RESEARCH POLICY:**

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

### **POLICY FOR LATE ASSIGNMENTS:**

- All assignments will be given a due date.
- Individuals who cannot meet the deadline and have a legitimate reason (i.e., illness supported by a medical certificate relative to the due date), must request an extension in writing from the instructor no later than the 24 hours before the deadline.
- Students who do not receive an extension from the instructor will receive a grade of zero on the assignment if the assignment is not submitted by the due date.
- It is the student's responsibility to retain an electronic copy of ALL assignments submitted for grading.

### **STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:**

Refer to the [Student Handbook](#) for academic and general PACE policies. This information is also available on the UWinnipeg PACE website.

**It is the students' responsibility to read the policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.**

### **ACADEMIC MISCONDUCT:**

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

- [Academic Misconduct Policy](#)
- [Procedures: Academic Misconduct Policy](#)

### **UWINNIPEG RESPECTFUL LEARNING POLICY:**

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

### **OTHER EXPECTATIONS/GENERAL INFORMATION/GENERAL POLICIES:**

Students are responsible for any course-related announcements or information that may be posted to NEXUS.

Students are responsible for ensuring they meet the minimum technological requirements for full participation in all aspects of the course (<http://pace.uwinnipegcourses.ca/sites/default/files/pdfs/forms/Technical%20Requirements%20for%20Online%20Students.pdf>) **The failure of personal computers and/or internet connectivity is not a valid reason to miss assignment or quiz deadlines, excepting when such incidents are a direct result of outages of the university system used for this course (i.e. Nexus).** Students with less reliable internet access are encouraged to avoid writing quizzes at the last minute to minimize the possibility of missed deadlines.

Regular participation in online discussion is a key component of this course. Students are responsible for checking the NEXUS and the discussion boards twice a week at a minimum. You are expected to respond to group members in a timely manner (within 36 hours). During weeks in which group assignments are due more frequent contact may be required.

**ACADEMIC ACCOMMODATIONS:**

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student’s disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

**UWPACE GRADING SYSTEM:**

Letter Graded	Percentage	GPA	Pass/Fail
A+	96-100	4.50	P Pass
A	91-95	4.00	F Fail
A-	83-90	3.75	<u>Non-Graded</u>
B+	75-82	3.50	CP Certificate of Participation (75% Attendance)
B	70-74	3.00	NC No Certificate of Participation
C+	66-69	2.50	<u>Special Designations</u>
C	57-65	2.00	I Incomplete
D	50-56	1.00	TC Transfer Credit
F	<50	0.00	S Standing

**DISCLAIMER:**

Please retain a copy of this course outline for reference purposes and/or future academic endeavor.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.