Meets: Online
Course Credits: 3 hours
Prerequisites: None
Instructor: Alan Larson, PhD, CRC
Office: Human Services Building, Room 211
Office Hours: M: 4-6:30PM
Th: 1:30-4PM
Or by appointment
Phone: (936) 468-1150
Email: larsona1@sfasu.edu

Course Description:
This course will expose the student learner to various insider and outsider perspectives on disability in American society today. An emphasis will be placed on analyzing popular media representations of disability as contrasted with first person narratives regarding disability. These divergent perspectives will be explored with respect to various aspects of participatory citizenship for people with disabilities. The knowledge base for the course is the academic discipline of disability studies.

Textbooks:


This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
**Learning Goals & Objectives:**
The overall goal of this course is to open students to new ideas regarding disability as an aspect of diversity so as to foster empathic professionals that are both ethical and empowering in their dealings with future clients.

Specific learning objectives are as follows:
- To introduce the academic discipline of disability studies and how it applies to societal and individual behavior.
- To introduce historical constructions of disability and to explore the intersection of disability and public policy.
- To critically examine representational uses of disability in the media.
- To explore narrative, insider perspectives on disability and how they intersect with personal identity, family, education, and employment.
- To become aware of the ethical issues relating to societal treatment of disability.

This course meets the following SFA multiculturalism standards:

<table>
<thead>
<tr>
<th>Objectives/Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, [ability level] and cultural history</td>
<td>Assigned text readings; online lectures</td>
<td>Disability culture and other chapter module assignments</td>
</tr>
<tr>
<td>Multicultural Knowledge: exposed to content related to culture (group) - specific values and beliefs and implications of status on day-to-day experiences within the general society</td>
<td>Assigned text readings; online lectures</td>
<td>Disability culture and other chapter module assignments</td>
</tr>
</tbody>
</table>

This course meets the following SFA core curriculum standards:

<table>
<thead>
<tr>
<th>Objectives/Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking. Description indicates how students will be instructed in critical thinking skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; AND how students will apply demonstrate -practice critical thinking skills to include each of the aforementioned activities.</td>
<td>Assigned text readings, online lectures</td>
<td>Scavenger hunt &amp; media log analysis; book reflections, module assignments</td>
</tr>
<tr>
<td>Communication. Description indicates how students will be instructed in Communication Skills to include effective development, interpretation and expression of ideas through written, oral and visual communication; AND how students will apply-demonstrate-practice the aforementioned skills.</td>
<td>Assigned text readings, online lectures</td>
<td>Scavenger hunt &amp; media log analysis; book reflections, module assignments</td>
</tr>
<tr>
<td>Personal Responsibility. Description indicates</td>
<td>Assigned text</td>
<td>Scavenger hunt &amp;</td>
</tr>
</tbody>
</table>
how students will be instructed in personal responsibility to include the ability to connect choices, actions and consequences to ethical decision-making; AND how students will apply-demonstrate-practice the aforementioned skills.

| readings, online lectures | media log analysis; book reflections, module assignments |

**Course Requirements**

The content of this course has a three inter-related parts:

1. Introduction to the field of disability studies. The lectures for this will be available via D2L as learning modules. You are responsible for reading the modules on your own each week, as well as the assigned readings associated with each module. There will also be an opportunity to discuss each module each week.

2. Deconstruction analysis of disability portrayals in the media. This is explained in detail in the Scavenger Hunt section instructions in the first module. There will also be online discussions of the text to help guide you through the process.

3. Reading and reflecting on the history of people with disabilities in the US. These reflections will all be submitted online via D2L. Discussion of the book will also largely take place on D2L.

Each course week concludes on Friday at midnight.

- There will be no opportunity for submitting late work!
- Thus it is imperative that you keep up with your weekly assignments!

**Coursework**

**Quizzes and Tests**

There are three quizzes and one exam covering specific course content, and these are:

1. Syllabus quiz (20 points)
2. Deconstruction tools quiz (50 points)
3. Disability rights movement quiz (50 points)
4. History exam (100 points)

**Assignments**

Each of the 12 modules in this course have short assignments attached. Each of these assignments is worth 10 points. These assignments will take the form of questions from the professor (**120 points**)

**Tips for ALL writing assignments (including online discussions)**

- Put your name on the first page of any paper you submit to a dropbox!!!!
- See the generalized rubric that explains how all written assignments will be graded
- Edit your paper!!! This does not mean just using spell check, but actually reading and revising your paper **multiple** times so that it looks and sounds good
- Use the SFA writing lab, available both online and in the library

**Media Log Scavenger Hunt homework (7x20=140 points):**

After studying the Deconstruction Tools module, and then passing that quiz, you will then use that information to find and analyze one example of each of the following forms of media representation of people with disabilities:
Disability Narratives Syllabus, page 4

1. Website (disability related)
2. Advertising (that includes a depiction of a person with a disability)
3. News item (about a person with a disability)
4. TV show (featuring a person with a disability – Do Not use Speechless or The Good Doctor; they are too easy)
5. Magazine (article about a person with a disability)
6. Memoir (autobiography or blog authored by a person with a disability)
7. Book (biography or other)

You will do one media log every other week, and each assignment will be linked with a chapter in the Riley text. You will answer the following questions in each media log:

1. What media have you chosen? Please describe it and give as much location information as you can so that its content might also be analyzed by the instructor.
2. What disability (or disabilities) were represented in the media? Please describe in detail.
3. Which deconstruction tools are present in this media example? Please explain each one and how it is demonstrated.
4. How does the media you have chosen relate to the Riley text? In other words, what did he say in his chapter that applies to the media you are analyzing?

Each media log should be approximately one full single-spaced page. Grading will be based on the generalized rubric provided on D2L.

Media log analysis (40 points):
At the end of the course, you are to submit a brief (4-pages) analysis of your overall media findings. Page 1 is to consist of a summary of all your entries. Pages 2 through 4 are to consist of a detailed analysis of any trends (positive/negative, deconstruction type tendencies, etc.) you noticed in your analyzing the media and any insight you may have developed over the course of the semester regarding how the media portrays people with disabilities.

History Reflections
Each chapter of the Nielsen text on disability history will have reflection questions assigned to it that can be found in the dropbox. Unless otherwise noted in the question itself, your answers to the reflection questions should be approximately one full single-spaced page long (please do not go over into a second page). I use these reflection assignments to assess how well you understand the material and relate to it. To understand does not mean repeating of chapter content; rather, I want to what you think of and how you feel about the chapter content. Here is a link to help explain how to write reflection papers. (8x10=80 points)
https://www.wikihow.com/Write-a-Reflection-Paper

Course Discussions
There will be course discussions every week, but these discussions will alternate between the two textbooks we are using. So, one week we will be discussing a chapter by Riley about media and disability, and the next week we will be discussing a chapter by Nielsen about disability history. These discussions are distinct from the other assignments related to these books, so you cannot double up on your comments or contents. Here are the discussion rules:

1. You must post at least once each week. You will not be allowed to see other discussion posts until after you have posted your own original post. It can be a comment alone or a comment with a question to the instructor about that week’s material.
Disability Narratives Syllabus, page 5

2. You must comment and/or post a question on at least one other person’s post.
3. If someone comments on your post or asks you a question about it, you must respond to it.
4. Posts that are only complimentary or in agreement are not allowed. In other words, no “great post” comments. Your task here is to be substantive and thoughtful in order to prolong the conversation.

Class Participation (100 points) includes:
Quantity (being present in the online discussions as described in the rules above) = 66 pts.
   Failure to post any discussion will count as an absence for that week.
   Not commenting on another person’s post or not responding to a question on your post will count as a half-day absence.
Quality (being constructive in the online discussions) = 34 pts.
   Examples of being constructive are:
      Demonstrating knowledge of material
      Posting questions
      Responding to others’ posts when you have something to add
   Examples of NOT being constructive are:
      Not dominating online discussions by over posting (i.e., responding to most or all other posts)
      Posting without any substantive content
      Posting only complimentary comments
      Being rude or insensitive in your comments

As you all know, class participation is usually at least somewhat subjective. With that in mind, here is a rough rubric of how class participation will be graded:
   • 80 – 100 = posts multiple times each week, always constructive
   • 70 – 79 = posts only once each week and/or only somewhat constructive
   • < 70 = absent multiple weeks and/or not constructive

Grading Criteria:
A = 700 - 630 points
B = 529 - 560 points
C = 559 - 490 points
D = 489 - 420 points
F = 419 or below

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Module</th>
<th>Book Chapters &amp; Due by Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16-1/19</td>
<td>Intro to the course</td>
<td>Riley – 1 &amp; appendix A Syllabus quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nielsen – 1 Riley &amp; Nielsen Discussion</td>
</tr>
<tr>
<td>1/20-1/26</td>
<td>Deconstruction tools</td>
<td>Riley – 8 &amp; appendix B Reflect – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nielsen Discussion</td>
</tr>
<tr>
<td>1/27-2/2</td>
<td>Media discussion and practice before you take the quiz</td>
<td>Nielsen – 2 Tools quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media log – 1 Nielsen Discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2/3-2/9</td>
<td>Disability history and eugenics</td>
<td>Riley – 5</td>
</tr>
<tr>
<td>2/10-2/16</td>
<td>The Disability Rights Movement (DRM)</td>
<td>Nielsen – 3</td>
</tr>
<tr>
<td>2/17-2/23</td>
<td>What’s so “special” about language?</td>
<td>Riley – 6</td>
</tr>
<tr>
<td>2/24-3/2</td>
<td>Disability oppression</td>
<td>Nielsen – 4</td>
</tr>
<tr>
<td>3/3-3/9</td>
<td>Charities (and telethons) vs. rights</td>
<td>Riley – 4</td>
</tr>
<tr>
<td>3/10-3/16</td>
<td>Spring Break! (The next module will be open...</td>
<td>... but nothing is due, so you can use this time to work ahead, if you wish)</td>
</tr>
<tr>
<td>3/17-3/23</td>
<td>Inclusion vs. integration</td>
<td>Nielsen – 5</td>
</tr>
<tr>
<td>3/24-3/30</td>
<td>Theorizing the body</td>
<td>Riley – 7</td>
</tr>
<tr>
<td>3/31-4/6</td>
<td>Care, Assistance, and Support</td>
<td>Nielsen – 6</td>
</tr>
<tr>
<td>4/7-4/13</td>
<td>The Role of the Non-disabled</td>
<td>Riley – 2</td>
</tr>
<tr>
<td>4/14-4/20</td>
<td>The Shakespeare model</td>
<td>Nielsen – 7</td>
</tr>
<tr>
<td>4/21-4/27</td>
<td>Disability culture and pride</td>
<td>Riley – 3</td>
</tr>
<tr>
<td>4/28-5/4</td>
<td>History exam to be posted so that you can begin to work on it early</td>
<td>Nielsen – 8</td>
</tr>
<tr>
<td>5/7</td>
<td>History exam</td>
<td></td>
</tr>
</tbody>
</table>

The above course schedule is subject to change based upon course progress, availability of materials and the discretion of the instructor. Advance notice will be posted on the course news page on D2L of any changes in schedule or assignment.

**Potential for Course Changes** All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.

**Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
Disability Narratives Syllabus, page 7

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert
Program at SFA. Information regarding the iCare program is found at
http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.