

EEX 2091 DISABILITY AND SOCIETY
Dr. Darling
Summer 2013/ Fully-Online Section
This Syllabus was last updated **May 10, 2013**



Department of Exceptional Student Education

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Office Hours: By Appointment

Course Info: This course is fully online.

CATALOG DESCRIPTION

3 semester hours. An introductory course providing life-span perspectives on disability, applicable to both non-education and education majors; analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society. The course provides a general introduction to disability, using a social science framework understood as Sociology, Geography, Psychology, Anthropology, Economics, Political Science, and their relationships with history and how they work together to help understand the world.

PREREQUISITE or CO-REQUISITE: None

COURSE CONNECTION TO INTELLECTUAL FOUNDATION OF FLORIDA ATLANTIC UNIVERSITY

FAU believes that higher education should provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. Through its general education curriculum, students develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. With this course, students are able to understand the complexities of human and societal behavior, to predict future behavior, and to understand the consequences of behavior, by analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will make informed decisions, exhibit

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ethical behavior, and provide evidence of being a capable professional by demonstrating a professional demeanor in class and field experiences which includes active participation in class and the successful completion of course assignments.

REQUIRED TEXT/READINGS

1. Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Simon and Shuster: New York.
2. See "Readings" assigned for each module in the *Course Calendar and Due Dates* document on the course site. These readings, which are journal articles, can all be accessed (full-text) from electronic journals via the FAU library's website. You do need an OWL card to access the electronic resources from the library remotely. Contact the library for further instructions (if needed).

OPTIONAL MATERIALS

None.

TECHNICAL REQUIREMENT/SKILLS

Computer: Blackboard Distance Learning: blackboard.fau.edu (no www). View Blackboard's commitment to accessibility at: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/010/Blackboard_Learn_Environment/Accessibility

Computer: E-mail (only your MyFAU email address will be used). As per the University policies... "Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account."

Computer: [Microsoft Office Suite](http://office.microsoft.com/en-us/) (<http://office.microsoft.com/en-us/>) is required for this course, as we will be using PowerPoint, WORD, and other programs in this suite. This site offers help resources if you are unfamiliar with Office.

There will also be resource links provided for other free-online tools (i.e. screencast-o-matic), which you will use to complete some assignments. These links are available later in the syllabus description for assignments (e.g. Concept Mapping) and course learning modules (e.g. introduction assignment).

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)

Florida Atlantic University Intellectual Foundation-Foundations of Society and Human Behavior (FSHB)

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Florida Atlantic University Intellectual Foundation-General Education Objective (GEO)

COURSE OBJECTIVES

1. Explore four models (i.e., Biomedical, Socio-political, Functional, and Environmental) as a means to interpret disability and the impact of disability on the individual and society.
2. Demonstrate the use of at least three social science approaches (e.g., research reviews, qualitative research, and document reviews) to investigate human behavior within a particular field of study (e.g., computer science) and interpret how this behavior affects the treatment of individuals with disabilities.
3. Develop a critical awareness of the complexity and diversity of the lives of people with disabilities, their differences and similarities with the able-bodied, and the impact of cross-hatched categories like race, ethnicity, gender, religion and class.
4. Demonstrate an understanding of the definitions, causes, characteristics, and sociological considerations of disabilities including, cognitive, communicative, physical, social/behavioral, and sensory impairments.
5. Explore the societal aspects of disabilities, including the culture of disabilities, attitudes toward persons with disabilities, and quality of life issues.
6. Develop a critical awareness of the historical and legislative contexts on the cultural and social problems of individuals with disabilities in the U.S.
7. Within the political, social, cultural, and economic structures of society, evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities.

COURSE REQUIREMENTS

I. Course Orientation Quiz

This short quiz (10 T/F) is intended to test your knowledge of the course site and requirements for the course. Once you have explored the course site and thoroughly reviewed the syllabus, you are to take this quiz. Though not graded, this serves as your course check in and is due no later than the end of the first week of the course. Failure to complete this activity may result in you being dropped from this course. The quiz link can be found on the "Begin Here" page of the course site.

II. Course Introduction

Total 10 points

In an attempt to personalize the names and emails associated with you persona in this virtual learning environment, I would like you to create a presentation, video, jing, or other creative way (to include audio) to introduce yourself to the instructor and your classmates. This introduction should describe your major/intended profession, current year in school, why you are taking this course, and last, a fun-fact about yourself.

This introduction should be created using *narrated Powerpoint* (<http://office.microsoft.com/en-us/powerpoint/>), *Screen Cast-O-Matic* (<http://www.screencast-o-matic.com/>), a *Jing* (<http://www.techsmith.com/jing.html>),

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Voki (<http://www.voki.com/>) or other creative way (to include audio). The course introduction link can be found on the "Begin Here" page and in the DISCUSSIONS section of the course site. Once completed, you are to upload to the *Discussions* section of the course site by 11:55 PM on the date due.

III. Reading and Discussions

Discourse can be a powerful tool to promote understanding and encourage debate about the merit of ideas. Students will specifically be introduced to four distinct models (i.e., a description designed to show the main workings of a system or concept). The four models (Biomedical, Socio-political, Functional, and Environmental) will serve as a means to address major issues regarding people with disabilities in general as well as issues relating to disability within a specific field (e.g., computer science or mechanical engineering). For example, the biomedical model posits that diagnosis and assessment of disability requires a medical professional. Based on this interpretation, several questions can be posed from different perspectives. From a sociological perspective, one might ask, about the impact such an outlook may have on the overall prevalence of disability, while an economic perspective might lead one to ask about the cost-benefit of restricting diagnosis and assessment to the medical profession. Students will be expected to utilize one or more of the four models as well as take various social science perspectives as a regular part of class discussions.

All students are expected to read ALL material assigned for that date. Discussions will take place in the DISCUSSIONS section of the course or within the learning unit. Course discussions should reflect the student's attempt to understand the material. The discourse should be dynamic and robust, thus, all students will be held responsible for posing questions and engaging in discussions. It is expected that each student will contribute to each class discussion. Class discussions should help students to: (a) summarize the material, (b) understand the material, (c) draw conclusions about the material, and (d) evaluate the material from a number of different perspectives. Discussions will primarily take place in the DISCUSSIONS section of the course or within the learning unit.

IV. Discussion Leader, Facilitator, and Participant Roles & Responsibilities

Total 60 Points

For the Learning Units associated with the course readings, you will be assigned to serve in the role of "discussion leader/facilitator," and will be graded based on (timely) submission of initial content to the instructor, quality of the content submitted, and efficacy with which you facilitate the discussion.

The remaining students in the course will serve in the role of "participant" when they are not serving as leader, and thus, will be graded based on their participation within the activities/discussions. *Active engagement* within these modules is expected from all students, either as the leader/facilitator or as participant, the roles and responsibilities are detailed here.

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1. Check the *Course Calendar/Due Dates* content area of the course site list for the date(s) when you will serve as discussion leader/facilitator. As you will serve as the leader, it is expected that you will read the article you are assigned thoroughly.

2. Leader: As *discussion leader*, you are to make contact with and collaborate with your co-leaders* to plan the content, discussion questions, and activities for applying the content of the reading(s). Using the template provided by the instructor (linked here), you are to co-construct the "required information" presentation, which is to be submitted to the instructor no later than the due date (see *Course Calendar/Due Dates* section of the course site).

All REQUIRED INFORMATION are due on the same date (see calendar and due dates), regardless of when you will serve as leader. Your first submission is graded (see *Discussion Leader Grading Rubric*) and you will be expected to revise and correct weaknesses and resubmit to the instructor. When your initial submission is returned, the instructor will indicate due date for revisions. **This section will comprise 20 points of your course grade.**

*listing of co-leaders can be found in the *Resources and Rubrics* section of the course site and you email though Blackboard. All members of this class are expected to monitor their email at least once per 48 hour period.

3. Facilitator: The instructor will post the final version of your presentation to the appropriate learning unit and create 1-2 discussion fora based on your discussion questions. As *discussion facilitator*, *active engagement* means: you are expected to be engaged in the forum throughout the week, *facilitating discussion* by extending the ideas as they are generated, making effort to create communicative dialogue with and among the discussion participants, a You may need to kick-off the discussion with an initial post, responding to the discussing yourself. You are to be *actively engaged* by monitoring the discussions and activities for the entire week. You are expected to provide guidance, summary comments, etc, in the form of 10 or more posts, to include prompts, responses, etc. **This section will comprise 10 points of your course grade.**

4. Summarizer: You are required to prepare a discussion summary handout based on the article and the discussion that took place in the fora. Create a *1-page (8.5"x 11") handout*, which reflects

(1) very brief overview the article, and

(2) brief summary of the responses to the discussion in the discussion fora. This is best organized around your discussion questions (see MODEL provided by the instructor in the *Discussion Summary Handout* forum).

You must *email a copy of the handout* to the instructor for pre-approval, no later than the due date. Your discussion summary will be due to the instructor via the assignment link no later than the Monday following the week you served as discussion leader. For example, if you serve as leader May 27-June 1, then your summary will be due no later than Monday, June 3 (11:55pm).

Only upon approval, are you to *post a copy of the handout* to the *Discussion Summary Handout* forum. **This section will comprise 5 points of your course grade.**

5. Participant: As *discussion participants* (the weeks that you are not the leader for the article), *active engagement* means: Per discussion question (no later than Tuesday, 11:55 p.m.), reply to the discussion question(s) with 1 original post and 1 reaction post (no later than Saturday, 11:55 p.m.). **Participation in all discussions comprises 25 points of your course grade.**

V. Learning Probes

Total 50 points (10 @ 5 points each)

There are mini-assessments embedded within each module for this course. These assessments are designed to be a check-point in your knowledge acquisition for this course and are directly linked to the readings. Points are associated with the completion of each of these assessments (see assessment summary). Adhere to the due dates prescribed for these assessments. A list of all assessment and the dates due can be found in the *Course Calendar and Due Dates* section of this course site.

VI. Self-directed field experience/Project/Paper

Total 50 points

This assignment requires you to **answer** a disability related question related to your major through social science investigative methods. You will demonstrate your understanding of key social science methods and theoretical foundations behind these methods through this self-directed field experience. Using one of the research questions provided by the instructor, you will need to conceive and execute different data collection methods (e.g., interviews, observations, etc.) to find the answers to the *descriptive research* question. This question is intended to produce information about what is happening in relation to the target of the research.

You will specifically demonstrate the use of social science investigative methods (e.g., research reviews, interviews, document reviews, etc.) by:

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- (a) investigating a descriptive research question within a particular field of study,
- (b) collecting data to answer the question,
- (c) interpreting the findings, and hypothesize about the implications these findings may have on the treatment of individuals with disabilities in society.

Do utilize the resources that are available within the Learning Unit to assist you with the completion of this experience and paper.

VII. Concept Mapping

Total 55 points

A concept map is an intuitive graphical tool for organizing and representing knowledge (the key concepts in a topic and the specific interrelationships or propositions among them). It is possible to represent different types of knowledge, including *declarative or descriptive knowledge* as well as procedural or “how to” knowledge. In addition to different types of knowledge, concept maps can also be used to represent different types of relationships. As this course covers life-span perspectives on disability, students will be asked to consider different types of knowledge and how this knowledge is related. For example, the sociological influences on perceptions of disability can be conveyed using a declarative knowledge map. For this course, students will be required to create a map on two occasions, totaling two maps. In the first Learning Unit, the instructor has provided background information on components and instructions for creating a map and has modeled the construction of a practice map.

- a. Review the entire Learning Unit on Concept Mapping on the course site.
- b. Practice creating a concept map by using the *PRACTICE* focus question.
- c. Using the *ASSIGNMENT* focus question, provided by the instructor, you will be asked to create two maps independently, map 1 and map 2. As indicated in the concept mapping description and instructional packet, first sketch out your concept maps using paper-pencil, then create an electronic format. Download free Cmap Tools software at <http://cmap.ihmc.us/download/> (for constructing your maps electronically).
 - i. Map #1: Early in the semester, using the focus question and *only* your independent background knowledge, create a map that appropriately responds to the *ASSIGNMENT* focus question. A template is provided for completing this assignment. This map will be graded for structure and adherence to the guidelines rather than for content (10 points).

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ii. Map #2: Late in the semester, using the same ASSIGNMENT focus question question, your independent knowledge, course materials, activities, discussions, and feedback from instructor your regarding map #1, create a map that appropriately responds to the question. A template is provided for completing this assignment. This map will be graded for structure and adherence to the guidelines, and content, as it should be reflective of what you have learned in the course (40 points).

iii. Reflection: Upon completion of map 2, you are to also respond to a series of reflective questions describing your thought process as you developed your maps. A template is provided for completing this assignment (5 points).

VIII. Exams

Total 100 points (2 @ 50 points each)

There will be two exams given over the course of this semester. The two exams will also serve as a means to demonstrate students' understanding of how knowledge is discovered, challenged, and transformed. Specifically, students are expected to describe the rationale for some societal practices and how these practices may or may not be beneficial to the individual and society. Within the political, social, cultural, and economic structures of society, students will evaluate current approaches, advocacy efforts, and proposed solutions for overcoming barriers experienced by people with disabilities. Format: short answer.

PROFESSIONAL ETHICS/POLICIES AND EXPECTATIONS

During the semester part of class time may include, but not limited to, reactions to videos, activities, participating in discussions, etc. Students must participate in these activities. The instructor will describe parameters for written responses to these activities. Students will be expected to demonstrate their ability to communicate effectively.

Students, as reflective decision-makers, should choose to practice ethical behavior during class, in the university community, and while interacting with each other in the virtual learning environment. Students are expected to demonstrate a professional demeanor in their FAU courses including engagement, participation and responsible attention to requirements and deadlines necessary for the successful completion of the course.

NETIQUETTE (adapted from <http://www.brighthub.com/education/online-learning/articles/26946.aspx>)

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The Golden Rule of Netiquette: do not do or say online what you would not do or say offline.
Five important netiquette rules in an online course or education environment:

1. Be Friendly, Positive and Self- Reflective.
2. Use Proper Language and Titles
3. Use Effective Communication
4. Maintain Professionalism
5. Ask for Clarification

TEACHING METHODOLOGIES

Methods of instruction include PowerPoint lectures, discussions, individual and group activities, presentations, media presentations.

ASSESSMENT PROCEDURES

Assignment	Points	% of Course Grade
Course Orientation Quiz- <i>Though no points are associated with this activity, failure to complete could result in you being dropped from the class.</i>	0	0
Course Introduction	10	4%
Learning Probes (10 @ 5 points each)	50	15%
Discussion Leader/Participant (60 points) Required Information (20) Facilitation (10) Summary (5) Discussion Participation (25 points: 5 fora @ 5 points each)	60	18%
Exams (2 @ 50 points each)	100	31%
Self-directed field project I or II	50	15%
Concept Mapping (55 points) Map 1 (10 points) Map 2 (40 points) Reflection (10 points)	55	17%
TOTAL <i>Please note, there are embedded opportunities throughout the semester to earn up to 14 extra credit</i>	325	100%

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<i>points.</i>		
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Please note that all assignments are to be submitted to their appropriate assignment link and wherever else indicated in the assignment description by 11:55 PM on the date due. Once the assignment link has gone away it means that your assignment is late and will not be accepted. Please allow up to one week for grading feedback to appear in the grade book on the course site for all assignments submitted. Allow up to 48 hours for instructor response to email inquiries.

Points for each activity are cumulative. To obtain your grade, you must divide your cumulative number of points by the total number of points for the class, then multiply by 100. You will not be able to earn an A in course unless you complete all assignments.

GRADING

(Dept. of Exceptional Student Education GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92

B+= 87-89 B = 83-86 B-= 80-82

C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

FURTHER, LETTER GRADES CAN BE CONCEPTUALIZED AS FOLLOWS

A to A- Exceptional work, above and beyond the requirements.

B+ to B- Good work, meeting all of the requirements.

C+ to C Average work, meeting the minimum requirements and exhibiting a consistent effort and/or product.

C- to D- Marginal work, meeting less than the minimum requirements while exhibiting inconsistency in effort and/or product.

F Failing work, meeting less than the minimum requirements.

ACADEMIC SUPPORT SERVICES

Here are resources that are provided by the university to assist you in conducting research, writing papers, and utilizing the library's services remotely:

FAU Library home page: <http://www.fau.edu/library/>

EzProxy tutorial: <http://www.library.fau.edu/podcasts/pods/ezproxy.swf> (provides a description of how to use the library's resources remotely).

Purdue Owl Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/> (for guidance in APA and other formatting for research papers).

SUPPORT SERVICES

FAU Writing Center: <http://www.fau.edu/UCEW/> (for assistance with style and

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mechanics of writing course assignments as well as personal projects).

Center for Learning and Student Success (C.L.A.S.S): <http://www.fau.edu/class/eSuccess> (resources to facilitate a successful online learning experience):
<http://www.fau.edu/esuccess/>

College of Education Advising Office: Advising Office:
<http://coe.fau.edu/students/oass/default.aspx#top>

Department of Exceptional Student Education Advising:
<http://coe.fau.edu/academicdepartments/ese/forms.aspx>

Assistance for veterans

For general information important to veterans and other incoming students, Please visit the University website dedicated to veterans at:
<http://www.fau.edu/president/veterans.php>

POLICIES AND PROCEDURES

INSTRUCTOR COMMUNICATION GUIDELINES

Email is the preferred mode of communication, please allow up to 48 hours for instructor response to email communications. Please allow up to one week for grading feedback to appear in the grade book on the course site for all assignments submitted.

STUDENT INTERACTION REQUIREMENTS

Student interaction is expected for all aspects of this course, including, but not limited to: initiating emails relating to clarification of course content, responding to emails from the instructor and peers, participating in group work and discussions, and submitting required work on time. For clarification of course content, so email the instructor. For technical issues, please contact blackboard administration via a [help ticket \(https://helpdesk.fau.edu/ics/support/default.asp?deptID=8334\)](https://helpdesk.fau.edu/ics/support/default.asp?deptID=8334).

TIME COMMITMENT

To be successful in this course, I estimate that you will need to commit 9-11 hours per week, dedicated to this course. This includes reading, reviewing lecture notes and handouts, completing assignments, and interacting with your learning community.

ATTENDANCE

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the

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instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. As this is a fully-online class, attendance will be measured by timely responses to instructor probes, learning community commitments, and assignment submission. Make up for missed deadlines are only allowable with documentation for a university approved reason. You must contact the instructor within 48 hours of the missed deadline.

TESTING & ASSIGNMENTS MAKE-UP POLICY

Assignments are due on the date indicated in the *Due Dates* section of this course site. As a general rule, late work will not be accepted, except for university approved reason(s) for absence. Ultimately, acceptance of this work at the discretion of the instructor. Makeup exams will be given only under exceptional circumstances. If you miss an exam, you must provide a written, verifiable (*University approved*) excuse, if possible in advance of the scheduled exam. Approval for a makeup exam must be obtained directly from instructor.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the [Office for Students with Disabilities \(OSD- http://osd.fau.edu/\)](http://osd.fau.edu/) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) - and follow all OSD procedures.

TECHNICAL PROBLEM RESOLUTION PROCEDURE

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, click the appropriate links below.

- a. [For PC users \(video or script\)- http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows](http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows)

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- b. [For MAC users- http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X](http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X)
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
- Select "Blackboard (Faculty)" for the Ticket Type.
 - Input the Course ID.
 - In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - Attach the Print Screen file, if available.
3. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
4. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message on her office number (561.297.0807) at the time of the incident
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

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