

SYLLABUS

Autism Spectrum Disorders

56:300:533:01

Course Description

This course will provide an in-depth analysis of the characteristics, language development, social relationship development, and instructional methods and interventions for individuals with autism spectrum disorders (ASD). In addition to specialized practices, students will learn how to modify instruction in general education classes, to meet the needs of students with ASD. NJPST 1-11

Course Learning Goals

- Define Autism Spectrum Disorders (ASD) and describe the characteristics of children with ASD.
- Demonstrate an understanding of the process of identification along with systems and institutions involved in the diagnosis and treatment of students with ASD.
- Compare and contrast evidence-based interventions for ASD from those interventions unsubstantiated.
- Describe practical skills and strategies applicable to the educational environment for individuals with ASD.
- Demonstrate an understanding of the various interventions proposed for serving the needs of children with ASD and their families as described in the literature.

Required Textbook

Boutot, E. Amanda (2017). *Autism Spectrum Disorders*. Second Edition, Boston, MA: Pearson

Accommodations

Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>. For more information: <https://success.camden.rutgers.edu/disability-services>

Academic Integrity

The consequences of scholastic dishonesty are very serious. You are responsible for reading and understanding our policy on academic integrity policy, available from the [Rutgers Academic Integrity website](#).

Course Requirements

Class Attendance and Participation: Attendance and participation are essential to the success of the course and to your learning. You are expected to participate in class, in online discussions, provide feedback to your peers, share your experiences, and so on. You are expected to participate in a variety of ways throughout the semester and this will be reflected in your participation grade.

Technology: To make the most of your learning experience, it is your responsibility to ensure that you have appropriate technology capabilities to successfully complete assignments and activities. Even though technology can fail, you are still required to submit all assignments on time. **Technical glitches are not an excuse for late work.** You are encouraged to:

- Aim to complete all assignments a day early.
- Be sure your computer is in good working order BEFORE the class begins.
- Be sure to arrange access to a second computer for backup purposes.
- Test any websites or open documents assigned as soon as you receive the assignment.

- Create backup copies of your work.
- Double check work.
- ***Make sure assignments are uploaded and posts are submitted.***

Assignment Submission and Grading Policy: Assignments are due as indicated in the weekly modules set up in Canvas. You are responsible for knowing all due dates. Unless arrangements are made in advance of the due date, ***LATE ASSIGNMENTS WILL NOT BE ACCEPTED.*** Please note that you will be responsible for any information posted on Canvas. If I need to communicate any urgent information &/or class changes to you, I will follow these postings with an email. If an assignment or request is sent to me directly, I will send a reply to you that acknowledges that I have received it. If you do not receive an email acknowledgement from me, do **NOT** assume that I have received your assignment. It is your responsibility to retain email proof of acknowledgement, so please do not delete any messages from me that indicate I have received your coursework.

Online Etiquette: Please remember that communicating online should not be any different from when you communicate face-to-face- in class. All communications should be courteous and professional. Although some of your assignments do allow for more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms.

Please contact the instructor immediately if you are having trouble with accessing assignments or with the Canvas site. For technical Canvas questions/concerns, please make use of the help desk/help line.

The following percentage scale will be used to assign final course letter grades:

A = 90-100	C+ = 77-79
B+ = 87-89	D = 60-69
B = 80-86	F = 0-59
C = 70-76	

- **Attendance / Discussions / Participation —25%** Attendance to class and online classes is expected. Prior to each class, students are expected to have read the assigned chapter(s) in the textbook and/or any supplemental materials given/assigned as well as participate in discussions regarding these readings. This includes timely and thoughtful participation in Discussions and Assignments. Rubrics provided below.
- **Quizzes / Exam - 20%** There will be short online quizzes as well as a summative online exam at the end of the semester.
- **Assignments/Annotated Bibliography - 25%** The annotated bibliography is an exercise in reading through some journal articles to explore some of the theories we are learning in class. Information provided in Assignments.
- **Book Review Presentation - 30%** Each student is to select one book from the list below which has been written by an individual with autism or by a family member. Students are to prepare a book review and presentation. Information provided in Assignments.

Online Format and Schedule

This course offers readings, lecture material, frequent assessments, and online activities, including active discussions and exercises. We will meet every other week in person, please refer to the Class Schedule in the Course [Essentials Module](#). The class follows a rigorous schedule, and you should expect to be working at least as many hours as with a traditionally scheduled class. Plan to log into Canvas daily.

As much as possible, we will try to stick with a consistent schedule during the week:

- Wednesday - Each module begins on the day of class.
- Thursday-Tuesday - Read and study online materials.
- Tuesday by 11:59pm - Posts, assignments should be completed.

- Tuesday by 11:59pm - Complete your weekly reading quiz (quiz will open Wednesday at 9:00pm).

Communication Guidelines

Email

Please direct all general course questions to the “General Course Questions” discussion in Canvas (available from [Course Essentials module](#)). Check both the syllabus and forums before asking a question. **Personal questions regarding grades or individual assignments should not be addressed in public discussion**; please email me these questions. If you need to email me, be sure to include your full name and this course number. Depending on when you send your email, you can expect a response:

- Monday-Friday: within 24 hours (if between the hours of 8am and 6pm, it will likely be sooner).
- Weekend emails will be responded to within 48 hours.

If you do not receive a response from me within the above listed time frame, do not assume I received it, please send the email again or send to alternate email provided.

Office hours

Office hours will be by appointment only and require at least 48 hours’ notice. We can talk over the phone or meet at Rutgers-Camden on days we are meeting in person for class. If you’d like to request an appointment, email me, including the topic you'd like to address.

Course Assessment & Assignment Descriptions

Activity type	Percentage of grade
Attendance/Discussions/Participation	25%
Assessments (Quizzes/Exams)	20%
Assignments/Annotated Bibliography	25%
Book Presentation	30%

Online Discussions

Purpose: The purpose of our class discussions is to generate collaborative learning among all students. You can all help each other understand course material and its application to the "real world." Keep an open mind and you will appreciate the different perspectives you encounter from your classmates.

Format

The discussions will take place in Canvas.

- You will be asked to respond originally to the week's discussion prompt by Tuesday night. Note that you will not see your classmate's contributions until you post.
- Keep up with reading the discussions during the week and reply substantively to at least one other person's post. Be sure to include a question if you'd like a response from the other student. Your comment should be interesting and refer to course material. *Do not just say “Great post.”*

Note that you cannot receive above a 7 if you do not respond to a classmate's post. This is important for building our learning community. Refer to the rubric provided below.

When crafting your response, remember...

- You should address the question(s) fully and draw connections to **course content** and **your own experiences** in your response.
- Please use standard English grammar for your response.

Discussions Grading Rubric

<p>Exceeding Expectations 10 points</p>	<ul style="list-style-type: none"> • Post comprehensively addresses the topic, adds value to discussion with stimulating posts • Posts in-depth, incisive reflections that demonstrate critical thinking; shares real-world experiences and examples • Well-written posts made within required time frame; no grammar/spelling errors • Exhibits creativity in topic title • Interaction with classmates evident in posts.
<p>Meeting Expectations 8-9 points</p>	<ul style="list-style-type: none"> • Post is on-topic, relevant, and contain original content • Shows evidence of knowledge and understanding of content with clear connections to real-life examples • Posts use complete sentences and rarely have grammar/spelling errors • Includes relevant topic title • Responds substantively to a classmate's posts
<p>Emerging Towards Expectations 7 points</p>	<ul style="list-style-type: none"> • Posts are on-topic, but may lack originality and/or fail to elicit reflections from or build on ideas of others; examples may be made but may be irrelevant or unclear how they connect to course content • Posts may contain multiple grammar/spelling errors • Topic title may be missing or standard (i.e., Module x learning reflection) • Does not respond to a classmate's post
<p>Below Expectations 1-6 points</p>	<ul style="list-style-type: none"> • Post does not contain enough reference back to original topic or may not address the issue at hand sufficiently • Little evidence of knowledge/understanding of course content is shown; examples missing • Posts contain incomplete sentences and/or may not adhere to standard English grammar/spelling
<p>Cannot Judge (Missing) 0 points</p>	<ul style="list-style-type: none"> • Student did not complete learning reflection