# Gen S420: Disability & Society

**Spring 2020 | Wednesdays | 4pm & 7pm   
Lecture Room: AL 201**

**Instructors:**   
Diana Pastora Carson, M. Ed.

Rachel Schlesinger, M.S.

**E-mail:**   
Students MUST CC both instructors in all emails. Emails not addressed to both instructors may get lost.All emails must also include course section number as well as Red ID.

[Dcarson@sdsu.edu](mailto:dcarson@sdsu.edu) and [Rschlesinger@sdsu.edu](mailto:Rschlesinger@sdsu.edu)

**Email Response Time:**

48 hours, if you do not hear from us after that amount of time please email us again.   
  
**Office Hours:**    
Zoom Virtual office hours with instructors, appointment only. Email us both to schedule a time. You can also meet with us after class.

## University Policy

**Accomodations**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Student Ability Success Center at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center. Your cooperation is appreciated.  
  
To learn more, visit the Student Ability Success Center website. Student Ability Success Center's (SASC) Test Accommodation Center is excited to announce the launch of SASC Connect—our new on-line reservation for accommodations system! **Starting Fall 2019, all quizzes, tests and final exams will be scheduled and exams may be uploaded using SASC Connect.** For more information, please visit our SASC homepage: http://sdsu.edu/sasc.

**Student Privacy (FERPA) and Intellectual Property Policy**

The [Family Educational Rights and Privacy Act](http://bfa.sdsu.edu/hr/oerc/students/ferpa.aspx) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. We will use Blackboard to communicate with you, and we will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

**Religious observances:**According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

## COURSE DESCRIPTION

This course will explore the range of human experience of individuals with disabilities; examine attitudes toward individuals with disabilities (including those who may be gifted or have learning, mental health, intellectual, physical, or other disabilities that significantly impact their lives); interrelationships between societal institutions and the perception of persons with disabilities and historical responses to ableism, including beliefs and attitudes, as well as contemporary issues with particular emphasis on disability culture, ableism, and inclusion.

This course is unique in structure and format. The course is designed for all students to examine their own beliefs, attitudes, and perceptions of the disability experience. The assignments are designed for students to learn about the history of the disability experience and the current cultural aspects of how society views this experience. The primary way to learn this information is to come to class ready to listen and engage in the dialogue of the presentations. Each and every class session is designed to enhance students’ understanding of this experience and in many cases, create an atmosphere of connection. This course is not just about disability – it is a course about us – all of us, as we examine the notion of human variation and what that means as an identity marker. The essence of disability culture is based on shared experiences. Most students will find a connection with the presenters on many levels. The information learned will equip you to appreciate and include the community of people who are often shunned, ridiculed, overlooked and unappreciated. How do you participate in this class? Come to class with an open heart.

**Methodology and Participation**

* Methods of teaching/learning include guest presenters. Other instructional methods include lecture, discussion, videos, and in-class Top Hat participation.
* Activities are used to gain further understanding of the disability experience and the challenges often faced in society by people with disabilities.
* Community participation is a requirement.

## STUDENT LEARNING OUTCOMES

1. Students will demonstrate competency in recognizing and appreciating the disability experience. This competency goal will assist students in using appropriate language when referring to a person with a disability and interacting appropriately with people with various disabilities.
2. Students will describe the origins and history of the disability experience in relation to advocacy, disability rights, and civil rights legislation.
3. Students will be able to identify some of the distinct cultural groups within the disability community, and supports available for people with disabilities, as well as the cultural, educational, emotional, medical, psychological, and social implications of the disability experience.
4. Students will explore personal values, better understand their own “uniqueness,” and participate in activities designed to provide cultural, ethnic, and diversity awareness and appreciation.
5. Students will locate information and resources from local agencies, support facilities, organizations, and community access for people with disabilities.

## REQUIRED MATERIALS

**Top Hat Technology - $30**

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com/)) classroom response system in class. You will be required to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Access to Top Hat will require a paid subscription of **$30** for the semester.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don’t receive this email, you can register by simply visiting our course website.

**IMPORTANT! BE SURE TO REGISTER IN THE CORRECT COURSE LISTED BY SECTION BELOW!**

**4 PM Class (Section 1):**URL: <https://app.tophat.com/e/841426>

**Join Code: 841426**  
  
**7 PM Class (Section 2):**URL: <https://app.tophat.com/e/406440>  
**Join Code:** **406440**

ISBN: Top Hat Classroom - 978-0-9866151-0-8 ($30)

**Top Hat Problems**

As the student, it is ***your*** responsibility to contact Top Hat immediately with any difficulties or issues you have throughout the course. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, **please contact their Support Team directly** by way of email (support@tophat.com), the in-app support button, or by calling **1-888-663-5491.**

## COURSE STRUCTURE AND CONDUCT

### In-Class:

* We expect students to arrive on time and stay for the duration of the class. Please respectfully enter and exit when circumstances dictate a different plan.
* Disruptions (including non-course related use of computers and cell phones), distractions, and talking during lectures and guest presentations will not be tolerated. Students are required to cooperate and be respectful at all times.
* Use of headphones or earbuds during class will result in the instructors asking you to step out for the remainder of class. We expect students to come to class focused on learning.
* GS 420 students are required to be respectful and appropriate when communicating with the student teaching assistants in class or via email. If students have any questions or concerns about their assignments or points submitted on Blackboard, please contact the instructors directly.

### Disability Culture Plunge:

Students are expected to represent SDSU and General Studies 420 in a positive light during Disability Culture Plunge activities. You are expected to follow the cultural norms of the community and activity you are participating in. Our class has maintained strong connections with different organizations through the years and are viewed in a positive light. Please help us maintain our course integrity by dressing appropriately at the events, using appropriate language, and representing SDSU in the most dignified way.

### Course Liability Statement:

This course requires students to complete a disability culture plunge assignment that may result in participation in field trips, research or studies that include coursework that might be performed off campus. Participation in such activities may result in accidents or personal injury. Students participating in these events are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges, and its officers, employees, and agents against all claims, demands, suits, judgments, expenses, and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have current automobile insurance. This policy will be read to students at the beginning of this course and a given a reminder periodically based on activities planned.

## COURSE EXPECTATIONS

### Attendance:

Top Hat responses will be used as a measure of student attendance. Attendance will be taken every class, sometimes twice per class. Students are expected to attend class the entire time scheduled and to actively participate in all class content. They are not scored for points, but if you miss class you will miss Top Hat question points.

* **Unexcused Absence**Students with unexcused absences may use the extra credit opportunity to make up for lost points.
* **Excused Absence**  
  Students with medical documentation for their absence will receive an excused absence as long as a medical note has been provided. Students observing documented religious holidays will also receive an excused absence and may make up missed questions on Top Hat, provided they have communicated their absence to us in advance.

### Top Hat Questions & Discussion:

Top Hat questions will be used as a measure to determine how you are meeting the objectives in the course. Top Hat will be used in every class and will involve a series of questions. It is your responsibility to attend and be engaged in the course.

This is an opportunity for you to ask questions without having to speak up in front of the whole class. These are **not** worth any points. Please only submit questions to us or the guest speakers that are appropriate to what we are discussing in class. Questions are anonymous to your peers, but not to the Instructors and TA’s. Remember to “upvote” any questions you would like to have answered.

### Assignments:

All assignment descriptions and due dates can be found on Blackboard under the “Assignments.”   
 Assignment Points

A#1 -All About Me 10

A#2 - DCP Planning Form 5

A#3 -Accessibility Evaluation 10

A#4 - Disability as a Means

of Innovation 10

A#5 - Disability Culture Plunge 20

3 Quizzes - 5 points each 15

Top Hat 30

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**100 points total**

1 Extra Credit Assignment 5 points

### Quality of Work and Use of Language:

Students are expected to follow all directions, including submission of university level, well-written assignments. Failure to proofread and edit assignments, and failure to use appropriate language (relevant and respectful terminology related to disability) will result in point loss. “Person-first language” and “identity-first language” will be discussed in class. There are also resource materials available on Blackboard for further information. If you need additional support with your writing, take advantage of the free services available at the SDSU Writing Center <https://writingcenter.sdsu.edu/>.

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### Late Assignment Submission Deductions:

All Late assignments are due by the date the last assignment is due. Check course schedule for the final submissions due date. Submissions after the final due date will receive an automatic “0.”

* + **1 point deduction** within one week of the due date.
  + **2 point deduction** anytime after one week from the due date.

### Quizzes:

There are three 90-minute quizzes throughout the semester worth 5 points each. Quizzes are are not cumulative. Students have a predetermined number of days to complete each quiz. Once students enter the quiz, it must be completed it in that one sitting.

**Suggestions for Successful Completion**

* Choose the best answer, then click the little arrow on the bottom right to advance to the next question.
* The test must be completed the first time it is launched.
* Do not resize or refresh the browser window while taking the exam. Be aware that going onto another browser tab or window will close out the exam. In other words, do not change screens during the assessment.
* You can't go backward. If you attempt to do so, the exam will crash. Be sure of each answer before submitting it and moving on.
* If you have trouble for some reason email both instructors immediately with an explanation of what happened. I will view your exam attempt. Please avoid having to do this by following all the previous instructions.

Upon completion of the quiz, click on "Save and Submit" and check your score. Then go to "My Grades" to be certain the score has been recorded. If your score has not been recorded in "My Grades" you must contact us both immediately via email.

## Evaluation and Methods

**Grading policy**

The course grading criteria will be based on standards set by San Diego State University and the Department of Special Education. Per the Graduate Bulletin, grades will be assigned as follows:   
  
**Definition of Grades for Undergraduate Students**

Grades and grade points per unit used in reporting are as follows:   
**A** (outstanding achievement; available only for the highest accomplishment), 4 points;   
**B** (praiseworthy performance; definitely above average), 3 points;   
**C** (average; awarded for satisfactory performance; the most common undergraduate grade), 2 points;  
**D** (minimally passing; less than the typical undergraduate achievement), 1 point;  
**F** (failing), 0 points;   
**RP** (report in progress), not counted in the grade point average;   
**W** (withdrawal), not counted in the grade point average;   
**AU** (audit), no credit earned and not counted in the grade point average;   
**Cr** (credit), signifying units earned, but not counted in the grade point average;   
**NC** (no credit), no credit earned and not counted in the grade point average;   
**I** (incomplete authorized), no credit earned and not counted in the grade point average until one calendar year has expired at which time it will be changed to an   
**IC** (incomplete charged) and will count as an F for grade point average computation;   
**WU** (withdrawal unauthorized), will count as an F for grade point average computation

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| --- | --- | --- |
| **Points** | **Percentages** | **Grade** |
| **93-100** | 93-100% | **A** |
| **90-92** | 90-92% | **A-** |
| **87-89** | 87-89% | **B+** |
| **83-86** | 83-86% | **B** |
| **80-82** | 80-82% | **B-** |
| **77-79** | 77-79% | **C+** |
| **73-76** | 73-76% | **C** |
| **70-72** | 70-72% | **C-** |
| **67-69** | 67-69% | **D+** |
| **63-66** | 63-66% | **D** |
| **60-62** | 60-62% | **D-** |
| **59 or below** | 0-59% | **F** |

## Academic Honesty

The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

* copying, in part or in whole, from another's test or other examination;
* obtaining copies of a test, an examination, or other course material  
  without the permission of the instructor;
* collaborating with another or others in work to be presented without the permission of the instructor;
* falsifying records, laboratory work, or other course data;
* submitting work previously presented in another course, if contrary to the rules of the course;
* altering or interfering with grading procedures;
* assisting another student in any of the above;
* using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
* copying and pasting work from an online or offline source directly and calling it your own;
* using the information you find from an online or offline source without giving the author credit;
* replacing words or phrases from another source and inserting your own words or phrases.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

## University Resources

**Counseling & Psychological Services (C&PS)**Counseling and Psychological Services (C&PS) are available to all students free of charge. School and life outside of school can trigger the onset of emotions and feelings. We hope that our students take the time to engage in self-care and seek support from the resources available on campus as needed. As your instructors, we want you to know that there is no stigma attached to disability in the context of this course. Please do not hesitate to contact us if we can be of any support.

**Counseling and Psychological Services**San Diego State University5500 Campanile Drive, Calpulli Building, 4th Floor  
Phone: (619) 594-5220  
Hours: 8:00 AM- 4:30 PM  
Website: <http://go.sdsu.edu/student_affairs/cps/Default.aspx>

**Economic Crisis Response Team (ECRT)**   
If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, it is easy to get help! Visit sdsu.edu/ecrt for more information, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.

The SDSU Economic Crisis Response Team (ECRT) is a group of on-campus and off-campus resources focused on addressing students' basic needs. The ECRT Coordinator aims to connect students experiencing food or housing insecurity, or any unforeseen financial crisis, with short-term, bridge support to transition students out of the crisis. The ECRT Coordinator aims to help students move from merely surviving to truly thriving by helping them identify and access long term, sustainable solutions. The ECRT is a collaborative initiative that leverages on-campus and off-campus partnerships and provides direct referrals based on each student’s unique circumstances. Within 24 hours of submitting a referral, students are contacted by the ECRT Coordinator and are quickly connected to the appropriate resources and services.”