Instructor: Amanda Smith-Demers, MSc  
Email: smiad@ucalgary.ca

Virtual Office Hours: By appointment only. Please email to set up a time.

Term Dates:
Fall 2015 (September 8– December 8, 2015) 
Online course delivery using Desire2Learn and Adobe Connect

Synchronous Seminars: (online)  
Sessions on Wednesday evenings from 5:30 – 8:30 p.m. (MT) (as noted in schedule)

COURSE DESCRIPTION:
This course introduces the topic of developmental changes in children with an Autism Spectrum Disorder. Many educators base their understanding of children with an Autism Spectrum Disorder on early childhood characteristics. Students will explore issues relating to the late childhood, adolescent, and young adulthood timeframes.

LEARNER OUTCOMES:
Through classes, peer presentations, directed readings, and independent research and reflection, students will become knowledgeable about:

- The developmental course of ASD from infancy through adulthood
- The challenges and issues faced by educators, families and persons with ASD at different developmental stages
- The variables associated with prognosis/outcome across the life span

COURSE DESIGN AND DELIVERY:
EDPS 693.05 is being offered within the contracted fall term. Students should plan to devote a minimum of 5 to 10 hours per week to this course. This course includes both synchronous and independent learning components. The online class meetings are at the times noted in the schedule below.

The online class meetings will be held via Adobe Connect on Tuesday evenings throughout the term from 5-8 PM (MST; 4-7 PM PST). Classes commence on September 8, 2015.

Synchronous sessions will generally be structured as follows:

1. Updates, general questions, etc.
2. Instructor or student presentation
3. Questions, reactions and discussion of the implications of the presented material
4. Break
5. Instructor or student presentation
6. Questions, reactions and discussion of the implications of the presented material
7. Time for case examples/personal experiences

**REQUIRED READINGS:**

**Textbook**

**Articles**

Recommended Resources:

You can order the books directly from the U of C Bookstore or any major online retail store (e.g., Chapters, Amazon)

Bookstore Website: http://www.calgarybookstore.ca
Phone: (403) 220-5936
Fax: (403) 220-4454

Weekly Course Schedule:
Please see the following for a detailed schedule of Course Topics. This schedule may change slightly to meet the emerging needs and dynamic of the students in the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td><strong>ASD in Infants and Toddlers</strong></td>
<td><strong>Asynchronous Session (Written Assignment #1)</strong></td>
</tr>
<tr>
<td>October 6</td>
<td><strong>ASD in Childhood - Behaviour/Sensory Aspects</strong></td>
<td>Asynchronous Session (Discussion Board)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text - Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Reading:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 13</th>
<th><strong>ASD in Childhood- Cognitive Aspects</strong></th>
<th>Asynchronous Session (Discussion Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text - Chapter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Reading:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 20</th>
<th><strong>ASD in Adolescence</strong></th>
<th>Asynchronous Session (Discussion Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| October 27 | **ASD in Childhood Presentations** | Synchronous Session (Student Presentations) |

<p>| November 3 | <strong>ASD in Adolescence &amp; Adulthood Presentations</strong> | Synchronous Session (Student Presentations) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Presentations</th>
</tr>
</thead>
</table>
| November 10| **ASD in Adults**                                | **Required Reading:**  
(Lecture and Discussion Board) |
| November 17| **Transition Planning Through the Lifespan**     | **Required Reading:**  
**Recommended Reading:**  
(Written Assignment #2) |
| November 24| **ASD and Employment**                           | **Required Reading:**  
(Lecture and Discussion Board) |
| December 1 | **Family Stress & Support Through the Lifespan**  | **Required Reading:**  
Finnegan, Trimble, & Egan. (2014). Irish parents’ lived experience of learning about and adapting to their family member with autism spectrum disorders. | Asynchronous Session  
(Discussion Board) |
**Learning Tasks and Assessment**

<table>
<thead>
<tr>
<th>Learning Task Number</th>
<th>Description of Learning Task</th>
<th>Percent of Final Grade</th>
<th>Grouping for Task</th>
</tr>
</thead>
</table>
| Learning Task #1 Class Presentation | Presentation during a synchronous session –  
  - October 27 (ASD in Childhood)  
  - Theory of Mind | 25% | Individual or pairs |

---

**Recommended Reading:**


---

**December 8**

**Prognosis/Outcome**

**Required Reading:**


---

**Synchronous Session**
<table>
<thead>
<tr>
<th>Learning Task #2</th>
<th>Graduation level research paper – critical analysis of the accuracy (E.g., in light of current knowledge/literature) of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>• ASD portrayal in popular media or Kanner (1943)</td>
</tr>
<tr>
<td></td>
<td>40% Individual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Task #3</th>
<th>Contribution to online discussion board forums and synchronous session discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Discussion Boards</td>
<td>25% Individual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Task #4</th>
<th>One page (maximum) summary of article/resource not included in required/recommended reading list related to the week’s topic (Infants &amp; toddlers with ASD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment #1</td>
<td>5% Individual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Task #5</th>
<th>One page (maximum) reflection/reaction to one of the required readings for the week (Transition Planning through the lifespan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment #2</td>
<td>5% Individual</td>
</tr>
</tbody>
</table>

1. **Student Presentations – 25% (Due Either October 27th or November 3rd)**

   During the semester, students will be expected to give a presentation during a live class session. Individually or in groups of two, students will present on a specific topic. Potential presentations topics are listed in the learning tasks overview above. Sign-up for presentation topics/dates will be available on D2L during the first week of this course, and will be determined on a first-come first-serve basis. Presentations must be completed on the scheduled date.

   Presentations should ideally be 20 minutes in length and absolutely no more than 25 minutes in length. Presenters will provide a brief summary of the week's readings associated with their topic and provide further insight into the topic based on their own review of current literature. Presenters should consult a minimum of three to four other resources, including websites, journals, or newspapers, with at least two resources from peer-reviewed journals (see references in textbook for ideas).

   **Student Presentation Template**
   1. Introduction (advanced organizer for the discussion)
   2. Body
      a. Review of salient content from the readings and current literature
      b. Identification of significant issues
   3. Conclusion
      a. Consolidation of information and discussion
      b. Potential relevance/implications for intervention & future research
CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Each item will be evaluated using the following scale, for a total of 45 marks:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inadequate</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Introduction (9 marks):
- Provide advanced organizer to the class (i.e., what is going to be done, what is going to be covered in the discussion).
- Provide some information about the relevance (significance) of the topic for the class.
- Present some information about the purpose (e.g., learning objectives) of the discussion.

Body (15 marks):
- Provide concise review of relevant information from required readings.
- Provide breadth and depth of information coverage through independent research.
- Demonstrate that you have reflected on the information and that it makes sense to you.
- Present significant issues related to the topic.
- Present most personally significant issue within this topic and provide a brief rationale.

Conclusion (12 marks):
- Provide some summary and consolidation of information presented (for example, primary themes in the discussion).
- Provide relevant discussion questions for the class.
- Present ways that information can be practically applied.
- Identify potential avenues for future work.

Style (9 marks):
- Students appeared to be familiar with and interested in the material (for example, speaking rather than reading, and engaged in the topic).
- Presentation was organized and time was well managed.
- Group discussion was well facilitated.
2. **Participation/Discussion Boards – 25% (over the course of the semester)**

During each live class, students are expected to actively participate in discussions regarding the topic area (e.g., course readings, independent readings or research, personal experience). Missing a live class will result in losing the participation marks for that class. Although use of the chatbox is encouraged, students are expected to have the required equipment set-up for each class to participate by voice in the discussion.

Each week, 2-3 questions will be posted on the Discussion Board. You are to provide your thoughts and insights into each question and comment on other’s postings. Given the grading outline below, it will be important for you to demonstrate your understanding of the course readings as well as additional resources when posting your answers.

**Criteria For Assessment of Learning Task 2**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Qualitative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Comments absent or show significant lack of understanding of content</td>
</tr>
<tr>
<td>1</td>
<td>Comments generally “weak” in nature (i.e. basic responses to other’s comments; comments reflecting simple agreement with comments of classmates; opinion-based comments with no substantive understanding of content)</td>
</tr>
<tr>
<td>2</td>
<td>Comments of “average” quality; may include some external references (course readings, other refereed sources); comments reflect acceptable degree of understanding of content and issues relevant ASD across the lifespan; overall engaging and interesting comments</td>
</tr>
<tr>
<td>3</td>
<td>Comments of “high” quality; reflect a high degree of understanding of content and critical issues; comments facilitate discussion and debate from classmates; comments often supported by relevant literature; questions posed that show understanding of the complexity ASD across the lifespan</td>
</tr>
</tbody>
</table>
3. **Term Paper - 40% (Due December 8, 2015)**

In light of the current literature and the topics covered in this class, students will produce a 10-12 page critical review of:

- The portrayal of ASD in the popular media (e.g., television program, movie, book).

A minimum of 10 peer-reviewed references is expected. Term papers are due by email on the last day of classes (December 8, 2015). Unless an exception is sought and approved by the instructor in advance of the due date, marks will be deducted from papers submitted late (5% per day). Final papers must follow the APA format according to The Publication Manual of the American Psychological Association, Sixth Edition and the following guidelines:

- Maximum of 10-12 pages (excluding references)
- Double-spaced
- 1 inch margins
- 12 point font (Times New Roman)
### Criteria for Assessment of Learning Task 3

Each section will be evaluated using the following scale, for a total of 60 marks:

<table>
<thead>
<tr>
<th>Item Evaluation</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Good/Satisfactory</th>
<th>Inadequate</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Comprehension</td>
<td>Based on information from many different sources, presented in a highly coherent and systematic form</td>
<td>Based on information from several sources that are well described and explained</td>
<td>Based on information from a few sources with some relationships and explanation</td>
<td>Based on information from limited sources with only basic explanation and few details</td>
<td>8</td>
</tr>
<tr>
<td>Integration</td>
<td>Strong base of evidence and sound interpretation of links between theory, research and practice</td>
<td>Points are well developed and based on some evidence with links between research and practice</td>
<td>Points are well explained and some evidence is included with one or two links between theory, research, practice</td>
<td>Points are clearly presents but there is a lack of evidence and links between theory, research and practice</td>
<td>12</td>
</tr>
<tr>
<td>Application</td>
<td>Statements are well illustrated and analyzed with well contextualized implications for practice identified</td>
<td>Statements are carefully explained with practical implications for practice identified</td>
<td>Statements are explained with a few practical implications for practice identified</td>
<td>Statements are barely explained with incomplete or limited implications suggested</td>
<td>16</td>
</tr>
<tr>
<td>Critical Evaluation</td>
<td>Strong, well developed arguments with critical appraisal of problems, issues</td>
<td>Well developed arguments with careful appraisal of some key problems, issues</td>
<td>A few critical arguments are presents with some attempt at appraisal/evaluation</td>
<td>Little or no attention given to critical evaluation of problems and issues</td>
<td>16</td>
</tr>
<tr>
<td>Organization and flow of the paper</td>
<td>Coherent, integrated and well organized presentation, correct APA formatting</td>
<td>Integrated and systematic presentation although transitions are abrupt, correct APA formatting</td>
<td>Generally coherent but some breaks or lack of transition evident, correct APA formatting</td>
<td>Lack of coherence and attention to relationships between topics and points, errors in references or application of</td>
<td>8</td>
</tr>
</tbody>
</table>
4. **Written Assignment 1- Infants & Toddlers with ASD - 5% (Due September 22nd, 2015)**

One page (maximum) written summary of an article/resource that was not included in the required or recommended reading lists associated with the topic. **Written assignment #1 is due by email on September 22, 2015.**

5. **Written Assignment 2- Transition Planning Throughout the Life Span- 5% (Due November 17th, 2015)**

One page (maximum) written reflection/reaction to one of the required readings associated with the topic. **Written assignment #1 is due by email on November 17, 2015.**

**Criteria For Assessment of Learning Task 4 & 5**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Assignment demonstrates a significant lack of understanding of content and critical issues.</td>
</tr>
<tr>
<td>1</td>
<td>Assignment reflects “rudimentary” degree of understanding and integration of content and critical issues. Little or no attention to application or critical evaluation of the</td>
</tr>
<tr>
<td>2</td>
<td>Assignment reflects “average” degree of understanding and integration of content and critical issues. Ideas are clearly presented.</td>
</tr>
<tr>
<td>3</td>
<td>Assignment reflects a high degree of understanding and integration of content and critical issues. Ideas are presented in a coherent and well-organized manner.</td>
</tr>
</tbody>
</table>
## Graduate Programs in Education: Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GP Value</th>
<th>Percent</th>
<th>Graduate Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90 - 94</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85 - 89</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80 - 84</td>
<td>Good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75 - 79</td>
<td>Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 - 74</td>
<td>Minimum pass for students in the Faculty of Graduate Studies</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65 - 69</td>
<td>All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60 - 64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55 - 59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>50 - 54</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>45 - 49</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 45</td>
<td></td>
</tr>
</tbody>
</table>

*Based upon Faculty of Graduate Studies 2015/2016 Calendar, “Distribution of Grades”

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

-----------------------------

**Werklund School of Education Appeals Policy and Process**


**Universal Student Ratings of Instruction (USRIs)**

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html)
- **Intellectual Honesty**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html)
- **Integrity**: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html)
- **Research Ethics**: [http://www.ucalgary.ca/research/researchers/ethics-compliance](http://www.ucalgary.ca/research/researchers/ethics-compliance)
- **My Grad Skills**: [http://grad.ucalgary.ca/mygradskills](http://grad.ucalgary.ca/mygradskills)
- **Intellectual Property**: [http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property](http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property)
- **Student Success**: [http://www.ucalgary.ca/ssc/](http://www.ucalgary.ca/ssc/)

**Graduate Studies Calendar, Excerpts on Plagiarism:**

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student’s own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:
1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: http://library.ucalgary.ca/copyright

Academic Accommodations – It is the students’ responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Accommodations on Protected Grounds other than Disability
Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access.

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g., the SafeWalk program for students attending classes on campus. For more information please visit http://www.ucalgary.ca/security/ or telephone 403-220-5333.

The Freedom of Information Protection of Privacy Act (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors’ office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: http://www.ucalgary.ca/emergencyplan/assemblypoints