

**Saint Mary's University of Minnesota**  
**Schools of Graduate and Professional Programs**  
Winona Campus  
Spring 2020  
GPDI 5330A, Professional Book Study  
*Autism/Asperger's Media Study*  
1 Semester Credit  
Traditional Delivery

**Course Meeting Dates, Times & Location:**

Tuesdays: January 7 & 21, February 11

4:00-8:00 pm

*Middle School West Media Center, 11343 50th Street NE, Albertville, MN 55301*

**Instructor:** Teri Johnson, [terij@mystma.org](mailto:terij@mystma.org) ; 763-497-6531

**Course Description**

This course will focus on exploring the condition of Autism Spectrum Disorder through the lens of individuals living with Autism or Asperger. Temple Grandin is a gifted animal scientist who is regarded as one of the highest functioning individuals with autism in the world. John Elder Robison is the developer of the exploding guitars for the rock band KISS who has embraced his Asperger's diagnosis and writes books which inspire others to embrace their eccentricities and find their own path to success. *Life, Animated* tells the story of how Owen Suskind found a pathway to language through Disney animated films. *fly away* tells the story of a mother, Jeanne, and her autistic daughter, Mandy, navigating life as Mandy moves nearer to adulthood.

**Student Learning Objectives**

Upon completion of this class, students are expected to be able to do the following:

1. Examine existing classroom instructional practices to identify strengths and gaps for professional growth.
2. Share and/or analyze diverse perspectives on the text content in order to build knowledge on the topic.
3. Examine the ideas and perspectives of the research in relation to a classroom learning environment.
4. Apply the book's theoretical and pedagogical approaches to the teaching and learning practice.
5. Utilize professional inquiry skills (a tool for sustained "job-embedded" professional development.)
6. Employ reflection and self-assessment through individual and collaborative efforts.
7. Participate in professional dialogue.

**Required Textbooks:**

*Emergence: Labeled Autistic*, by Temple Grandin and Margaret M. Scariano

*Be Different: My adventures with Asperger's and My Advice for Fellow Aspergians, Misfits, Families and Teachers*, by John Elder Robison

## Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at [pdi.smumn.edu](http://pdi.smumn.edu). Resources include access to SuperSearch, an extensive database of practitioner-oriented and research-based articles. Non-degree seeking students can request a TCLibrary username and password for login purposes by contacting [tchelpdesk@smumn.edu](mailto:tchelpdesk@smumn.edu) or by calling 612-728-5100: x7800, local Twin Cities or toll free

866-437-2788; Choose HelpDesk menu option 1 (for students). Please note in your correspondence that you are a non-degree seeking student registered for a GPDI course and would like to be issued credentials to use the services.

## Topical Course Outline

January 7, 2020: Read *Emergence: Labeled Autistic* prior to the class session.  
Participate in book discussion group.  
Watch: *Temple Grandin*  
*Emergence/Temple Grandin* Reflective Journal Responses are due by 1/14/20.

January 21, 2020: Read *be different* prior to the class session.  
Participate in book discussion group.  
Watch: *fly away*  
*be different* and *fly away* Reflective Journal Responses are due by 1/28/20.

February 11, 2020: Autism media source presentation is due on 2/11/20.  
Watch: *Life, Animated*

## Teaching Methods

The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

\*One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.

## Synopsis of Assignments

- Read '*Emergence: Labeled Autistic*'. (Student Learning Outcomes: 1, 2, 3, 6)
- Read '*be different: My adventures with Asperger's and My Advice for Fellow Aspergians, Misfits, Families and Teachers*'. (SLO's: 1, 2, 3, 6)
- Watch '*Temple Grandin*', '*fly away*', and '*Life, Animated*'. (SLO's: 1, 2, 3, 6)
- Participate in discussions/activities during class meetings. (SLO's: 2, 3, 6, 7)
- Complete Reflective Journal Responses related to the videos and books (SLO's: 1, 2, 3, 4, 5)
- Apply the new insights to teaching and learning practices. (SLO's: 2, 3, 4, 5)
- Read or watch another Autism/Asperger's related media source, create a resource information sheet for the source and present a summary of the findings to class colleagues. (SLO's: 1, 2, 3, 4, 5, 6, 7)

<b>Educational Activities</b>	<b>Student Engaged Hours</b>	<b>Explanatory Comments</b>
Course attendance & participation (SLOs 1-7)	10	Group Activities & Discussion
Assigned Readings & Journal Writing (SLOs 1-6)	20	Outside of course attendance
Reflective Journal Response Writing Assignments (SLOs 1-6)	5	5 Reflective Journal Responses
Further Inquiry Book Talk (SLOs 2, 3, 5, 6)	10	Book Talk Presentation
<b>TOTAL</b>	<b>45</b>	

### **Assessment of Student Performance**

Throughout the course, students will be assessed and evaluated on the completion of the following assessments:

- Participation in Group Activities and Discussions (SLO's 2,3,6,7)
- Five Reflective Journal Responses (SLO's 1-6)
- Further Inquiry Book Talk Presentation (SLO's 1-6)

### **Clarification of Criteria for Assessments of Student Performance**

Participation in **professional dialogue** should document the following:

A conversation, or a series of conversations, between colleagues, which:

1. Explores an evaluation of personal teaching practice
2. Unpacks the text/research noting patterns, themes, strategies, and other perspectives.
3. Reviews or helps set personal development goals connected to the new learning.
4. Offers support and encouragement interwoven with a challenge toward best practices.

**Reflective Journal Responses** should document the following:

1. Patterns, themes, and strategies from the readings that examine your beliefs and extend your understanding of the text.
2. Potential connections between the text and your practice.
3. Potential questions for further inquiry.

The **Further Inquiry Book Talk** should document the following:

1. Source reference for the book is cited.
2. Summary of the overall theme of the book.
3. Video segment or quote directly related to the book.
4. Connections to class materials, instruction, and real-world interactions.
5. Key concepts, knowledge or strategies to be incorporated into your teaching or interactions with students.
6. A professional article, book, or other media source directly related to the book is referenced and cited.

Criteria for each assessment will be explained more thoroughly, in conjunction with the instructional activities.

## Assessment of Student Performance/Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor and PDI Program office prior to the final class session, indicating the date when the work will be completed.

Participation in professional dialogue – January 7	10 Points
<i>Emergence</i> Reflective Journal Response	10 Points
<i>Temple Grandin</i> Reflective Journal Response	10 Points
Participation in professional dialogue – January 21	10 Points
<i>be different</i> Reflective Journal Response	10 Points
<i>fly away</i> Reflective Journal Response	10 Points
Autism/Asperger's Media Source Information Sheet	20 Points
Autism/Asperger's Media Source Presentation	<u>20 Points</u>
	<b>100 Points</b>

## Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

## Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Karen Hemker, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: [accessservices@smumn.edu](mailto:accessservices@smumn.edu)

## University Conduct and Academic Policies

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, [Registration & Tuition Policies including Drops/Withdrawals](#) and University Conduct policy.

Order transcripts online through the [National Student Clearinghouse](#), a secure and confidential website. Transcripts sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <https://secure.studentclearinghouse.org/tsorder/faces/TOBridge>