



School of Education and Cognitive Science

**ESN412**

**Children with Special Needs**

**ASSIGNMENT (60%)**

<b>Introduction</b>	
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This Guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of the course is that all students should have the same information as facilitators about the Assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Please read through the whole guide at the beginning of the course.

<b>Academic Writing</b>	
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## Plagiarism

### i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are: ○ Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)

- Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.
- Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- The student submits the same essay to two or more courses.

### ii) How can I avoid Plagiarism? ○ Insert quotation marks around ‘copy and paste’ clause, phrase, sentence, paragraph *and* cite the original source

- Paraphrase clause, phrase, sentence or paragraph in your own words *and* cite your source

- o Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- o Attempt to write independently without being overly dependent of information from another's original works
- o Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

## **b) Documenting Sources**

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source parenthetical documentation. Offered here are some of the most commonly cited forms of material.

### Direct

Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. "Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking" (Tishman, Perkins and Jay, 1995, p.5)

### Indirect

According to Wurman (1988), the new disease of the 21<sup>st</sup> century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

## **c) Referencing**

All sources that you cite in your paper should be listed in the *Reference* section at the end of your paper. Here's how you should do your Reference.

### From a Journal

DuFour, R. (2002). The learning-centred principal: *Educational Leadership*, 59(8). 12-15.

### From an Online Journal

Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. *Mind*, 110, 335-367.

### From a Webpage

National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2003, from <http://www.nps.gov/abli/>

From a Book

Naisbitt, J. and Aburdence, M. (1989). *Megatrends 2000*. London: Pan Books.

From a Chapter in a Book

Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), *Teaching thinking skills: Theory and practice*. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. *The New York Times*, pp. A1, A22-A23.

<b>ASSIGNMENT – 60%</b>	
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**This Assignment consists of FOUR parts. Answer ALL Parts.**

**Part A: (15%) – 4 pages**

Read the article:

**Early Intervention Services for Special Needs Children: An Exploration of the Effectiveness  
of Early Special Education in Malaysia**

**by**

**Elaine Hui Fern Tan and Zhooriyati Sehu Mohamad**

- Summarise the article in 4 pages.
- You decide what to include and the format

**Part B: (15%) – 4-5 pages**

**You have been asked to give a talk to parents about ‘Attention Deficit / Hyperactive Disorder (ADHD).’**

- Prepare a set of **12 slides** for your presentation
- Make the slides attractive
- Include a short script of your presentation in point-form

**Part C: (15%) – 4-5 pages**

**Explain giftedness in children and how as a teacher you would help the gifted child  
in your classroom**

- Provide examples
- Use your own words.
- Do not copy and paste.
- Cite where relevant

**Part D: (15%) – 4-5 pages**

Write an Essay titled:

**Communication and Speech Disorders in Children: Causes and Treatment**

- Provide examples

- Use your own words.
- Do not copy and paste.
- Cite where relevant

## Cover Page



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### ASSIGNMENT

JANUARY, 2020 SEMESTER

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STUDENT'S NAME

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