

SLPA 7720**LANGUAGE AND LITERACY**

Semester Hours:	3
Semester/Year:	Spring, 2006
Instructor:	Dr. Parthenia Franks Department of Special Education and Speech-language Pathology 126 Education Annex State University of West Georgia Carrollton, Georgia 30118
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COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; advisor permission

A study of etiology, characteristics, assessment, diagnosis, intervention, and prevention of speech and language disorders in children, including those children with multicultural backgrounds and special needs. This course is designed to focus on characteristics of growth, norm-reference and criterion-referenced measures, and assessment and intervention procedures and strategies related to reading and literacy development.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools

through strategic change. Propositions (NBPTS and standards Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions; and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and NBPTS Propositions also noted and discussed in more detail below.

Students will:

1. identify and contrast normal and disordered development of select speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs (Fahey & Reid, 2000);
(*ASHA KASA Standards III-A, III-B; Lifelong Learners, Empathetic; Knowledgeable; NBPTS 1, 2*)
2. explain the etiology related to selected speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs (Fahey & Reid, 2000; Gillam & Loeb, 2004; Hazen & Black, 1989);
(*ASHA KASA Standard III-C: Lifelong Learners; Adaptive; Empathetic; Knowledgeable; NBPTS 1, 2*)
3. identify the characteristics of select speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs; (Bourassa & Treiman, 2001; Fahey & Reid, 2000);

(ASHA KASA Standard III-C; Lifelong Learners; Adaptive, Empathetic; Knowledgeable; NBPTS 1, 2)

4. identify, describe and contrast, the basic principles and methods related to the prevention of select speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs (Fahey & Reid, 2000);
(ASHA KASA Standards III-D, IV-G; Decision Makers; Lifelong Learners: Adaptive; Cultural Sensitivity; Collaboration; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1, 2)
5. specify, interpret and describe the appropriate assessment procedures of identification and evaluation of select language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs (Fahey & Reid, 2000; Gillam & Loeb, 2004; Hazen & Black, 1989);
(ASHA KASA Standards III-D, IV-G; Decision Maker; Adaptive; Culturally Sensitive; Collaborative; Empathetic; Knowledgeable; Proactive, Reflective; NBPTS 1, 2)
6. analyze, contrast and compare language intervention strategies and approaches applicable to select speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs; (Fahey & Reid, 2000; Gillam & Loeb, 2004; Hazen & Black, 1989); and
(ASHA KASA Standards III-D, IV-G; Decision Makers; Adaptive; Cultural Sensitivity; Collaborations; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS1, 2)
7. select and devise appropriate intervention procedures based on assessment and evaluation results of select speech and language disorders and related reading and literacy delays children, particularly those with multicultural backgrounds and special needs (Fahey & Reid, 2000; Gillam & Loeb, 2004; Hazen & Black, 1989).
(ASHA KASA Standards III-D, IV-G; Decision Makers; Adaptive; Cultural Sensitivity; Collaboration; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1 – 3)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Fahey, K. R., & Reid, D. K. (2000). *Language development, differences and disorders: A perspective for general and special education teachers and classroom-based speech-language pathologists*, Austin, TX: Pro-Ed.

References:

Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston: Allyn & Bacon.

- American Speech-Language-Hearing Association. (2001). *Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents* (position paper, technical reports, and guideline). Rockville, MD.
- Anderson, N. B. (1991). Understanding cultural diversity. *American Journal of Speech-Language Pathology, 1*(2), 11 -12.
- Bird, J., Bishop, D.V., & Freeman, N. H. (1995). Phonological awareness and literacy development in children with expressive phonological impairments. *Journal of Speech and Hearing Research, 38*, 446-462.
- Bourassa, D. C., & Treiman, R. (2001). Spelling development and disability: The importance of linguistic factors. *Language, Speech, and Hearing Services in Schools, 32*(3), 172-181.
- Gillam, R. B., & Loeb, D. F., (2004). *Comparing language intervention programs. ASHA Leader, 9*(16), 12-13.
- Hazen, N. L., & Black, B. (1989). Preschool peer communication skills: The role of social status and interaction context. *Child Development, 60*, 867-876.
- Klecan-Aker, J., & Brueggeman, L. (1998). *The expression connection*. Vero Beach, CA: Speech Bin.
- Montgomery, J. W. (2002a). Information processing and language comprehension in children with specific language impairment. *Topics in Language Disorders, 22*(3), 62-86.
- Montgomery, J. W. (2002b). Understanding the language difficulties of children with specific language impairments: Does verbal working memory matter? *American Journal of Speech-Language Pathology, 11*, 77-91.
- Nelson, N. W. (1998). *Childhood language disorders in context*. Needham Hill, MA: Allyn & Bacon.
- Polloway, E. A., & Smith, T. E. C. (2000). *Language instruction for students with disabilities* (2nd. ed.). Denver, CO: Cove.
- Sattler, J. (2001). *Assessment of students*. San Diego, CA: Jerome M. Sattler.

Websites: (access, then search for course-specific topics)

www.speechlanguagepathologist.org

www.asha.org

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this graduate-level course is to acquaint the speech-language pathology student with speech and language disorders and related reading and literacy delays in children. The graduate student will be prepared to operate as the on-site intervention expert in identifying and managing speech and language disorders and related reading and literacy delays in children. At the completion of this course, the student will have demonstrated achievement in the areas of *decision making*: identifying the causes and symptoms of speech and language disorders and related reading and literacy delays in children and taking the appropriate action (**Assignments 1, 2, 3, 4, 5**), *leadership*: taking responsibility for managing speech and language disorders and related reading and literacy delays children on-site (**Assignments 4, 6, 8**), *lifelong learning*: acquiring a sense of ongoing professional investigation (**Assignments 1, 3, 4, 6, 7, 8**), being *adaptive*: learning to evaluate situations in light of new information (**Assignments 1, 2, 3, 4, 6**), *collaboration*: learning to work with professional peers in the total care of children with speech and language disorders and related reading and literacy delays. (**Assignments 1, 2, 3**), *cultural sensitivity*: adapting identification and intervention to meet the needs of a diverse population (**Assignments 5, 6, 7, 8**), *empathy*: demonstrating sensitivity to the needs of the client and his/her family (**Assignments 1, 4, 5, 6**), *knowledge*: acquiring the didactic and clinical content through class notes, text and the literature (**Assignments 1, 2, 3, 4, 5**), being *proactive*: applying identification techniques to prevent speech and language disorders and related reading and literacy delays in children (**Assignments 1, 2, 3**), and *reflective*: engaging in ongoing evaluation of the effectiveness of applied intervention procedures (**Assignments 1, 4, 5, 6, 7, 8, 9, 10**).

Assignments:

- 1) **Class Participation:** Each student will read assigned material prior to class and participate in class discussions. Class discussions will include individual question/answer form, small and large group participation and small group presentation. This assignment is graded on a “satisfactory” or “unsatisfactory” basis. An “unsatisfactory” grade will result in the loss of this portion of the final grade. Absenteeism and lack of class discussion may result in an “unsatisfactory” grade. **(10 points)**
Learning Outcomes 1 – 7.
- 2) **Literature Review and Research Paper:** Students will conduct a review of the literature covering current research and practices in language and literacy, in language arts instruction, and in strategies that encourage literacy acquisition. This review will culminate in the form of a research paper which must adhere to the APA style and which must be written in Microsoft Word. **(100 points)**
Learning Outcomes 1 – 7.
- 3) **Abstracts:** Students will submit one APA style written abstract on a course-related topic. A content/format handout will be distributed in class. **(100 points)**
Learning Outcomes 1 – 7.

- 4) **Language Sample:** Students will submit a language sample of a child, who presents with a language disorder. The format/criteria for this assignment will be given in class. **(90 points)**
Learning Outcome 4.
- 5) **Review/Critique of a Research Study Paper:** Students will review and critique a research study conducted on a topic related to language and literacy. This review will be submitted in the form of written paper. A format/content handout will be distributed in class. **(100 points)**
Learning Outcomes 1 – 5.
- 6) **Construction of a Language and Literacy Curriculum:** This curriculum will be presented – electronically. Students will submit an original (commercial and/or online templates may not be used) curriculum. A detailed criteria for this assignment will be distributed in class. **(100 points)**
Learning Outcomes 1 – 7.
- 7) **Individual Presentations:** Students will select a standardized language test and give a presentation on it. A detailed criteria for this assignment will be given in class. **(100 points)**
Learning Outcomes 1 – 4.
- 8) **Group Presentations:** Students will form into collaborative small groups for the purposes of selecting, studying and presenting to the class audience, current assessment tools and intervention models . Further details will be given in class. **(100 points)**
Learning Outcomes 1 – 4.
- 9) **Examinations:** Students will take **two examinations**, one near/at mid-term, and one toward the end of the semester.**(100 points each exam)**
Learning Outcomes 1 – 7.
- 10) **Final Examination:** The final examination will be given as scheduled.
(200 points)
Learning Outcomes 1 – 7.

Evaluation Procedures:

Assignments total 1000 points—the number of points will be divided by your total number of assignments and examinations (ten) to yield the final points shown below.

Grading Policy:

- A = 90 – 100 points
- B = 80 - 89 points
- C = 70 – 79 points

F = Below 70 points

CLASS POLICIES

Attendance is required to experience the full benefit of the class activities. Absences must be approved, in advance where possible. Official excuses with appropriate documentation must be provided by the students no later than the second class session of his/her return. Two or more unexcused absences may, at the sole discretion of the instructor, result in a one letter-grade reduction. The instructor also maintains the right to modify the course outline/agenda as extenuating circumstances and conditions dictate.

As a reflective of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should discuss the need for adaptation or accommodation at the beginning of the semester.

CLASS OUTLINE/AGENDA

(May be modified as necessary to meet observation and case study schedules and requirements)

<u>Week</u>	<u>TOPICS/ READINGS/ ACTIVITIES ASSIGNMENTS</u>	<u>CHAPTER</u>
1	Introductions/ Syllabus Review/ Expectations, Literature Review, Special Assignments, Class Activity, Video	
2	Lecture, Discussion, Class Activity <i>Library Tour for Course-Specific Journals and Topics</i>	Chapter 1
3	Lecture, Discussion, Class Activity	Chapters 2 & 3
4	Lecture, Discussion, Class Activity Language Sampling Assignment	Chapters 4 & 5
5	Exam Review/Class Activity/Internet Activity	Chapters 1 - 5
6	Exam Chapters 1 – 5	
7	Lecture, Discussion, Class Activity	Chapters 6, 7, 8, 9

Language Sampling Assignment Due

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|----|---|-----------------|
| 8 | Lecture, Discussion, Class Activity
Group Collaboration Exercise, Exam Review | Chapters 9, 10 |
| 9 | Guest Speaker Presentation and
Language and Literacy Web Search Activity | |
| 10 | Exam 2 Chapters 6 – 10 | |
| 11 | Standardized Language Tests:
Individual Presentations Due | |
| 12 | Same as Above and Review/Critique Due | |
| 13 | Group Presentation Collaboration/Teach Backs and
Visual Aids Development | Chapters 12 -15 |
| 14 | Group Presentations and Electronic Language
and Literacy Curriculum
Assignment Due | |
| 15 | Same as Above | |
| 16 | Final Exam Review, Praxis Preparation <u>Extra Credit</u>
Assignment Due | |

FINAL EXAMINATION**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.