

Friday, August 14, 2009

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education
Special Education Program
Fall 2009

SPED 6011
Language Development and Communication Disorders
3 Semester Hours

Professor: Carolyn E. Stephens, MSW, Ph.D.
Pipeline E-mail: csteph10@aug.edu
Office: 307 University Hall
Office Phone: 706-729-2397
Office Hours: Monday, Tuesday, Wednesday 2:00 — 5:00 p.m. and by on-line or office appointment
Class Meets: Monday 5:00-7:45 p.m.
Room Number: 382 UH

Course Description

MAT and M.Ed. candidates in SPED 6011 will study how language typically develops, multiple theories related to etiology of language differences and disorders, and the effects of cultural diversity or language disabilities on functioning. They will assess language functioning in authentic settings and will apply strategies to teach or remediate language problems. Candidates will learn approaches for remediating problems in oral and print communication. Candidates will be tested on a broad range of topics related to language learning and functioning at an apprentice (MAT) or advanced level (M.Ed.) of knowledge. They will compile a professional resource notebook for reference as needed in their own classes. All candidates will document 30 hours of field experience in which they apply skills learned in SPED 6011.

Textbooks/ Required Reading

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Fahey, K. R. & Reid, D. K. (2000). *Language development, difference, and disorders*. Austin, TX: PROED. Readings on WebCT

Kuder, S. J. (2008). *Teaching students with language and communication disabilities*. Boston, MA: Pearson Education, Inc.

LiveText Requirement

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. [LiveText](#) is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

Upon successful completion of SPED 6011, students will meet a common core of knowledge and skills essential for special educators in the area of classroom management by demonstrating the following competencies:

Demonstrate understanding about how language develops beginning typically with nonverbal communication in infancy through complex comprehension and production of oral and written language. ACC2K1

Read and discuss ways in which language English dialects and storytelling characteristics reflect cultural diversity rather than disabilities. ACC1K1, ACC1K5

Learn causes and characteristics of specific oral and written communication disorders that limit independent functioning of children and adults in school, family, and community settings. ACC3S2, ACC3S3

Demonstrate knowledge about ways in which oral language abilities and experiences contribute to students' functioning in their ability to acquire skills for writing and reading print language. ACC2K2, ACC2S3

Learn the continuum of characteristics and likely effects of communication disorders in order to interpret student's areas of need, plan effective interventions, and help students function capably in their natural environments. ACC3S1, ACC3S3

Study characteristics of communication disorders associated with children with autism spectrum disorders. ACC3S1

Investigate systematic and naturalistic teaching strategies that are supported by research for overcoming the debilitating effects of communication disorders. ACC1S3, ACC2S1, ACC3K1, ACC3S2

Apply assistive technology to increase communication functioning among students with language and communication disorders in authentic settings. ACCsK6, ACC3K1

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the

local community educational system and the Professional Development School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Program Specific Standards Addressed in This Course

Students will learn how language typically develops, cultural differences in language, theories related to etiology of language disorders, and the effects of language disorders on functioning of children with disabilities. Students will learn strategies for remediating problems in communication that prevent children from reaching their academic and social potential.

Method of Instruction

This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. The course is organized around three units, language development, language assessment, and communication disorders for which candidates are tested with objective measures across the semester. Candidates will assess language functioning form, content, and use in young children and children with disabilities. The course will present characteristics and methods of intervention for a range of communication disorders including autism spectrum disorders. Candidates will apply knowledge about low and high technology fin authentic settings for helping students with disabilities communicate and function more capably in all environments

Candidates will learn and practice language analysis using diagramming sentences and phonics exercises as transition activities before the day’s topics are introduced. Individual and regular drill results will be maintained and used for self-assessment.

Course Schedule

Class Number and Date	Topics	Assignments
Class 1 August 17, 2009	Overview of course perspective and requirements Unit I-- Language and communication: Discourse and identity	
Class 2 August 24	Elements of language Acquisition of language	Read Kuder (2008, Chapters 1, 2, & 3 (due by August 24)
Class 3 August 31	Development of oral and written language Analyzing validity of research	Read Kuder (2008) Chapter 4 in (due by August 31)

September 7	Holiday	
Class 4 September 14	Language development and differences across cultures and lifespan	Read Kuder (2008) Chapters 5 & 16 (due by September 14)
Class 5 September 21	Language and print literacy Review for language elements and development-Exam 1	Read Kuder (2008) Chapter 6 (due by September 21) Exam 1
Class 6 September 28	Language elements and development—Exam 1 Identifying individual language elements—form, content, and use assessments	Assessment of language form, content, & use for one student (due October 5)
Class 7 October 5	Language disorders for students with learning disabilities	Read Kuder (2008) Chapter 7 (due by October 5) Submit oral language assessment of form, content, & use for one student with language differences or disabilities (due on October 5)
Class 8 October 12	Language disorders for students with intellectual disabilities and sensory disabilities Case study practice for language strengths and weaknesses	Read Kuder (2008) Chapters 8 and 11 (due by October 12)
Class 9 October 19	Language disorders related to neuromotor deficits and brain injury Practice for Exam 2	Read Kuder (2008) Chapter 12 (due October 19)
Class 10 October 26	Language and communication disorders—Exam 2	Exam 2
Class 11 November 2	Return and review Exam 2 Unit III--Autism characteristics, assessment, and intervention overview Teacher observation and reflection for students with autism	Read Kuder (2008) Chapter 9 and Quill (2000) Chapters 1, 2, and 3 (due by November 2)

Class 12 November 9	Communication disorder screening Enhancing language and communication for students with autism and related communication disorders	Read Kuder (2008) Chapters 14 and 15 (due by November 9) Submit assessment of print communication for one student (due by November 9)
Class 13 November 16	Linking assessment to intervention for individuals with autism Assistive Technology	Read Quill (2000) Chapter 4 (due by November 16) Read WATI on Web CT (due by November 16)
Class 14 November 23	Designing autism interventions	Read Quill (2000) Chapter 5 (due by November 23) Remediation plan for student with print communication (due November 23)
Class 15 November 30	Core skills curriculum and Social skills curriculum Peer review of language and communication notebooks	Read Quill (2000) Chapters 6, 7 & 8 (due by November 30) Submit 3 unit language and communication resource notebook for peer review (due November 30)
December 7	Autism identification, assessment, and intervention—Exam 3	Exam 3

Dr. Stephens may change assignment due dates or other planned activities described in this syllabus if necessary to meet the academic needs of students in SPED 6011.

Performance Assessment

Field Experience

This course requires 30 hours of direct contact with students with disabilities.

Grade Scale 100-90 A 89-80 B 79-70 C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan fall schedules carefully. Students are expected to responsibly plan, organize, and work to meet requirements effectively and efficiently.

Evaluation for	Grade:	Date Received	M.Ed. Points Possible	MAT Points Possible
Class attendance and active oral participation			10	10
August 17	September 14	October 12 Midterm	November 9	December 7
August 24	September 21	October 19	November 16	
August 31	September 28	October 26	November 23	
Labor Day	October 5	November 2	November 30	
Exam 1 on language elements and language development Kuder Chapters 1-6 September 21			20	20
Assessment of language form, use, and content for one student October 5			10	10
Exam 2 on communication disorders Kuder Chapters 7—11 October 26			20	20
Exam 3 on autism identification, assessment, and intervention Kuder Chapters 13—14 and Quill Chapters 1—8 December 7			20	20
Submit assessment of print communication for one student (syntax, semantics, morphology) November 9			10	10
Remediation plan for student with print communication November 23			10	10

Language and communication resource notebook (3 Units) November 30	Pass/fail Pass/fail
Total points	100

Other Important Information

Oral and Written Language Requirements

Candidates must have adequate oral and written skills in Standard American English (SAE) in order to function capably in SPED 6011. SAE is the dominant language used in academic and professional settings. Learning about language development and communication disorders enables teachers to use their prior knowledge about language form, content, and use to design interventions for students who need them. Being able to use SAE fluently enables teachers to design interventions to help their students function capably in school. Any concerns by a candidate that he/she does not have fluent SAE language skills should be addressed immediately with Dr. Stephens.

Attendance, Punctuality, and Participation

Regular and punctual attendance is required for all seminars and individual meetings. If absences are unavoidable, the student is responsible for getting all class notes and hand-outs from a class member. Students should check WebCT and Pipeline for additional information regularly. Absences from class are not accepted as excuses for late assignments. Dr. In-class assignments **may not** be completed after a class ends. Dr. Stephens will not be flexible if someone fails to complete an assignment when it is due.

Submission of assignments (on-line or in person) are due by 5:00 p.m. on due dates. Students are expected to read assigned material and come prepared to raise and respond to questions about each assigned topic. The quality of participation in discussions and activities will be assessed subjectively throughout the semester. Attendance will be taken. Students should keep all copies of written work, e-mails, and written comments from Dr. Stephens.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Copying more than 3 words in the same order from another source is plagiarism unless you quote and reference the source. Avoid quoting others in papers less than 20 pages long. Your knowledge and conclusions about topics in your own words are of interest, not those of others in this course.

Pipeline Accounts

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Dr. Stephens will check e-mail and telephone messages Tuesday through Friday mornings **most** weeks during the semester. Occasionally there will be a delay in communication through the internet. If you need an immediate response, call the office until you reach Dr. Stephens directly.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center and Written Assignment Requirements

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

The professor will give written directions and forms for each assignment when introduced in class. Unless otherwise indicated, final assignments should be typed, double spaced, with 12-point font, Times New Roman, and 1" margins using APA guidelines. References to journal articles, books, and websites should be cited in APA format within the body of the paper. Professional writing in special education includes person-first language and other appropriate nonbiased terms. Each typed assignment should have a running header with the student's name, course number, assignment title, and page number on each page.

The professor will make every effort to grade, comment, and return assignments to students within a week of the due date. Please remember that recognizing when help is needed and seeking help in a timely manner is a measure of maturity. Dr. Stephens will work with students who find that they need extra help in understanding information or completing assignments. To make best use of limited time available, students should schedule office visits and write questions or topics of concern to bring to the meeting.

Students completing graduate work in education must demonstrate their abilities to meet responsibilities. Because ASU students tend to have multiple commitments outside of school, students should plan to complete assignments the week before they are due in order to make sure they are able to receive credit for their efforts. Emergencies and unexpected events can occur. Please note that written assignments must be submitted on time or not at all.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of

class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

Bolick, C. M. & Cooper, J. M. (2003). *An educator's guide to technology tools*. Boston, MA: Houghton Mifflin Company.

Bondy, A. & Frost, L. (2002). *A picture's worth: PECS and other visual communication strategies in autism*. Bethesda, MD: Woodbine House.

Freeman, S. & Drake, L. (1997). *Teach me language*. Langley, B.C.: SKF Books.

Marino, M. T., Marino, E. C., & Shaw, S. F. (2006). Making informed assistive technology decisions for students with high incidence disabilities. *Teaching exceptional children*, 38 (6), 18-25.

Moats, L. C. (2001). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. D., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71 (2), 137-148.

Recesso, A. & Orrill, C. (2008). *Integrating technology into teaching: The technology and learning continuum*. Boston, MA: Houghton Mifflin Company.

Wankoff, L. S. (Ed.) (2005). *Innovative methods in language intervention: Treatment outcomes measures*. Austin, TX: PROED.

Wetherby, A. M. & Prizant, B. M. (2000). *Autism Spectrum Disorders: A Transactional Developmental Perspective*. Baltimore: Paul H. Brookes Publishing.

Websites for Technology

www.closingthegap.com

Searchable database of assistive technology plus articles from a newsletter

www.fctd.info

Family Center on Technology and Disability. Extensive assistive technology resource

Friday, August 14, 2009

reviews, user friendly resource library and more.

[Www.LDonline.com](http://www.LDonline.com)

Section on assistive technology. To get to it, go to LD in Depth and click on Technology

Trace.wisc.edu

Links to adaptive freeware and shareware for computer access

Www.wati.org

Wisconsin Assistive Technology Initiative has WATI assessment forms, updates, lending library, information, best practice tips and more

Www.tamcec.org

The web site of the Technology and Media Division of CEC

Friday, August 14, 2009

LAB PLACEMENT REQUEST FORM

Name: ID number: 927

Number of courses for which placement is needed:

Number of lab hours needed

(20 hours per course with exceptions for SPED 6013 which requires 150 hours and no hours are required for EDTD 6011)

County Preference:

Richmond

Columbia

Burke

McDuffie

Jefferson

Washington-Wilkes

Aiken

School / Grade Preferred:

Your email:

Phone:

Other comments:

If you are not currently teaching, you will need a school lab placement in a special education classroom. You must have a criminal background check before entering a school. The form for this is on-line at www.aug.edu/clinical/forms/BackgroundCheck_EDUC_students.doc. This must be completed immediately and returned to Julie Gray.

Dr. Pollingue will request a placement for you through the school administrator. When the placement is official, you will be contacted. Do NOT begin your lab until you have official notice. Thank you. Questions?

Contact: Dr. Pollingue
apolling@aug.edu
706-667-4493