Andrews ◊ University

Spring Semester 2019

SPPA-503 - Child Language Disorders: School Age

Course Description

Anatomical, physiological, psychological, neurological, and environmental factors related to delayed or disordered language of the school aged child. An exploration of language skills and methods of promoting their development or compensation for inadequacies. Discussion of holistic versus specific approach to methods of remediation.

Course Credit

3.0

Course Pre/Co-requisites

Bachelor's Degree in Communication Disorders or its equivalent; SPPA 502

Location

Bell Hall, Room 118

Schedule

Courses are scheduled during Winter/Spring Semester from January 7th – May 2nd this year. For SPPA 503, classes are regularly held on Tuesdays, 10:30 AM – 1:20 PM, from January 8th to April 30th. Instruction may be some asynchronized online instruction and occasionally classes will be held via Zoom Meeting. There may also be times during the semester (1/8/19 – 5/2/19) when you are required to meet outside of the regularly scheduled class times for SPPA 503 in order to work individually or in small groups to complete assignments; but also to participate in experiential learning activities.

Instructor

D'Jaris Coles-White, Ph.D-CCC-SLP
Professor of Speech-Language Pathology
Bell Hall 114G phone: 269-471-6369

Required Text

Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating
Paul, R., Norbury, C., and Gosse, C.   ISBN: 978-0-323-44234-3
Elsevier Publishing (2018)

Additional Sources for Lecture/Instructional Materials

Language Disorders: A Functional Approach to Assessment and Intervention, 6/E
Robert E. Owens, Jr., ISBN-10: 0132978725 • ISBN-13: 9780132978729
Pearson Publishing (2014)
Language and Reading Disabilities, 3/E
Alan G. Kamhi, Hugh W. Catts, ISBN-10: 0137072775 • ISBN-13: 9780137072774
Pearson Publishing (2012)
ASHA website: www.asha.org
School-Age Language Intervention: Evidence-Based Practices
Teresa A. Ukrainetz, ISBN – 978-1-4164-0595-5 • ISBN – 978-1-4164-0610-5 (e-book)

Course Objectives

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-B; IV-C	Demonstrate the ability to integrate and apply information concerning different theoretical perspectives of language acquisition	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-C	Demonstrate the ability to integrate and apply information concerning the causes, categories, and contributing factors of language disorders	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-D; IV-F	Demonstrate the ability to integrate and apply information concerning traditional and alternative language assessment measures and procedures	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-C; IV-F	Demonstrate the ability to integrate and apply information concerning the definitions, development, and characteristics common language disorders in school-age populations and adolescents	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-C, IV-D	Demonstrate the ability to integrate and apply information concerning ethnic, cultural, and linguistic diversity issues in educational settings	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-D; IV-F	Demonstrate the ability to integrate and apply information concerning specific assessment measures appropriate to use for various language disorders	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy
IV-E IV-G	A discussion of professional issues, ethical considerations and advocacy for school aged children with language disorders	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy

IV-D IV-F V-B1 b, c, e	Demonstrate the ability to integrate and apply information concerning specific intervention procedures appropriate to use for various language disorders	*Examinations* *IEP& Mock Meeting* *Pre-Class Activities/Assessments* *Language Sample Analysis* *RTI Assignment*	90% accuracy

Course Policies and Procedures

- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.

- **Correspondence and Email Policy:** I will be available to answer any questions you may have about the course. However, in order to keep my email inbox from being "bloated" with countless emails please use the "virtual student union" on the course website. I will be checking for posts and will respond within a 24-hour period Monday – Friday and within a 48-hour period on weekends and holidays. You may email or text me (269-910-0580) to schedule appointments or to inform me of an emergency. **Accordingly, please do not use email or text to tell me that you're running late to class because I will more than likely not receive them in time. Also do not text me about your grade or to ask if you can redo an assignment once the due date has passed.** If you know you will not be attending class, please inform me in writing and place that information in my mailbox in the department office. Lastly, do not email any assignments. The course website will be set-up to handle assignments (e.g., Assignment drop-box).

- **All assignments have a due date**. After that time a daily deduction of 5% will be applied to the final total grade of the assignment. After 3 days (72 hours) the assignment will no longer be accepted**.**

- **Reading**: Reading assigned sections of the text is instrumental to learning and understanding. The textbook is important. Additional material may be assigned for further study of a particular area/topic.

- **Written Work**: All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12-point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University.

- **Technology Requirements**: Each student is required to have access to a laptop computer and a working knowledge of computer technology for either a PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – Moodle.

- **Non-proxy Online In-Class Examinations:** Each student is required to use their own laptop computer for all scheduled non-proxy online in-class examinations. Each student is also required to download and use LockDown Browser for each examination scheduled for this course. See the following video for an introduction to Respondus LockDown Browser: https://www.youtube.com/watch?v=XuX8WoeAycs&feature=youtu.be

- **Grades:** Grades are earned based on performance on assessments (e.g., exams and graded

course assignments). No extra credit will be given. The instructor reserves the right to curve exams based on item analysis of individual questions. Grades will not be rounded. See Grading Scale below.

Teaching Strategies

- Lectures
- Flipped Classroom/Peer Instruction
- Independent Learning Exercises
- Research/Evidence-Based Practices
- Class Discussions
- Case Studies

Teaching Philosophy

Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously **completing the pre-class assignments before the start of class**. Preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, *in some cases there won't be 'right' or 'wrong' answers*, just points of view). So, don't be afraid to be wrong.

Note that during class meetings we probably will not have time to discuss all of the reading material. Therefore, I will focus our class time on some material from the text, but also present more in-depth descriptions of the concepts discussed in the text. Note that, **you are responsible for all information in the assigned readings (even if not discussed during class meetings) and in class (even if not mentioned in the readings)**. Exams will include questions from the reading, lecture and in-class activities. Therefore, if you feel confused or uncertain about any information (whether discussed in class or not) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class or by coming to see me during office hours.

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve.** Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or email.

Course Assignments

Examinations (300 points total)**:** Each student will complete 3 exams. The final exam will cover lecture material presented, videos, readings from the text, handouts, and other required readings assigned. Exam 1, will be administered near the beginning of class (February 5th). Exam 2, will be around the midpoint (March 12th). The Final Exam will be during the finals week (April 30th). Questions will be multiple-choice and essay format. All three examinations will be taken during class time using your personal laptop. See additional requirements for LockDown Browser above under Course Policies and Procedures and on the course website under Assessments.

Pre-Class Assignments (100 points total): Students will complete all pre-class assignments (e.g., online lessons, videos, ppts., readings, discussion forums, feedback questions, quizzes). Pre-class assignments and due dates will be posted online.

Response to Intervention (RTI) Assignment (150 points total): Students will research and learn about the RTI process (a type of Multi-tiered System of Supports) and the role of the SLP in the RTI process. For the details of this assignment see the course website.

Language Sample Analysis – i.e., LSA (100 points). Each student will collect a robust Sugar sample to be transcribed and analyzed using SUGAR. Procedures for using the SUGAR method of LSA can be found online at https://www.sugarlanguage.org/downloads.

Mock IEP (150 points): In teams of 2, you will be responsible for developing an IEP. Formats for the handout and further instruction will be posted on the course website.

Mock IEP Meeting (100 points): Your group will present to the class a mock IEP (or PPT) meeting. Your group will be responsible for conducting a professional and complete IEP meeting with each member taking the perspective of his/her role (This is a group assignment).

Schedule/Course Outline

See the course website Home Page

Final Exam Schedule

To be determined; and will be posted to the course website

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

- Examinations   300 points
- Pre-Class Assignments   100 points
- RTI Assignment   150 points (rubric)
- LSA Assignment   100 points (rubric)
- Mock IEP   150 points (rubric)
- Mock IEP Meeting   100 points (rubric)

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900 points (total)

Grading Criteria

Examinations	33%
Pre-Class Assignments	11%
RTI Assignment	17%
LSA Assignment	11%
Mock IEP	17%
Mock IEP Meeting	11%

Grading Scale

A	100 – 94%
A-	<94 and $\geq$ 90%
B+	<90 and $\geq$ 87%

B	<87 and > 84 %
B-	<84 and > 80%
C+	<80 and > 77%
C	<77 and > 74%
C-	<74 and > 70%
D	<70 and > 65%
F	<65%

Note: "< " less than and ">" greater than or equal too