

COURSE: SPPA 435 - COMMUNICATION DEVELOPMENT AND DISORDERS
FOR CLASSROOM TEACHERS

Fall 2009 3 credits

Mondays 4:00 - 6:25 p.m.

Bell Hall 181

INSTRUCTOR:

Brynja Davis MS. CCC-SLP

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REQUIRED TEXT:

Lue, M. S. (2001). A Survey of Communication Disorders for the classroom teacher. Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION:

"An overview of normal language acquisition and development, along with a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed." (AU 2009-2010 Bulletin, p. 217)

COURSE OBJECTIVES:

The objectives to be achieved in this class are:

To provide students with an overview of normal speech and language acquisition

To acquaint student-teachers with general background information on the types of communication disorders likely to be encountered in their classrooms

To familiarize student-teachers with the role of the speech-language pathologist in the public school setting

To expose students to the impact of communication disorders on children's academic success.

To provide students with concrete suggestions on how to interact with children having communication impairments in the classroom context.

COURSE REQUIREMENTS:

Class attendance: Since this class is taught only once a week, and we will be discussing a lot of material each time, your attendance is not only a logical expectation but a requirement. Please arrive on time. The teacher reserves the right to make a downward adjustment to the grade, if more than 3 class periods are missed.

Examinations: Two (2) examinations will be scheduled during the semester, a midterm and a non-comprehensive final.

In-service Chapter: Each student will prepare and submit **one** chapter for a "Teacher In-service Manual on Disabilities". Chapters to be included in the manual will provide information on communication disorders associated with one of the following impairments:

Language	Articulation/Phonology
Hearing	Neurological
Fluency	Voice

The "In-service Chapter", worth **100** points, should include, but not be limited to, the following topics as they apply to the impairment selected.

- ∴ Data on normal development (in the context of communication development)
- ∴ Possible causes/etiologies/incidence of the disorder
- ∴ A description/definition of the disorder
- ∴ Physical signs of abnormal development
- ∴ Communication problems associated with the disorder
- ∴ Handling the _____ impaired in the classroom: Suggestions & strategies

Students will be expected to perform the necessary research on their topics, and provide a reference page with at least five (**5**) references at the end of the chapter. A chapter outline should also precede the chapter. Points for the chapter will be divided as follows:

References	10 pts.
Chapter outline	10 pts.
Content	50 pts.
Organization/clarity	10 pts.
Presentation/look	10 pts.
Grammar/spelling	10 pts.

Chapter projects are due on Monday, **November 16**, at class time. Late papers will not be accepted.

Topic Reports: A total of **6** topic reports will be due throughout the course of the semester. These are to be 1-2 page, double spaced, reports on the various disorders we will be discussing throughout the semester. The reports need at least **2** sources, your textbook and a website run by the "Foundation of...(the disorder)..." They should give the highlights of the disorder and how it may affect the child's performance in the education setting. Each report is worth **12** points.

Oral Presentation: Students will be required to make an oral presentation to the class, talking about the contents of the In-service chapter they completed. Students will be judged on **content, creativity, familiarity** with the subject matter, and **delivery**. Presentation is worth **50** points.

Miscellaneous assignments and quizzes: There will be a short 5-10 point quiz at the beginning of each class period. If you are late you cannot make it up. If you are sick or otherwise legitimately detained, arrangements can be made to take the quiz. In class projects or homework assignments may be added to enhance learning, at the discretion of the teacher.

COURSE POLICIES:

Late work: Assignments and projects will not be accepted for full credit if turned in late. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

Academic dishonesty: Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to):

Falsifying official documents; Plagiarizing, which includes copying others= published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another=s work as one=s own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes

or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2009-2010 Bulletin, p. 30). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

American Disabilities Act: If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

Cell Phones: All cell phones are to be turned *off* during class time. Ringing or vibrating phones are a distraction to the students as well as to the instructor.

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

GRADING SUMMARY:

Exams	200 points
In-service chapter	100 points
Topic Reports	72 points
Presentation	50 points
Misc. & attendance	30 points or more

Total points: 452 or more

Grading Scale:

A	94 - 100%	C+	77 - 79%
A-	90 - 93%	C	73 - 76%
B+	87 - 89%	C-	70 - 72%
B	83 - 86%	D	60 - 69%
B-	80 - 82%	F	Below 60%

TENTATIVE CLASS SCHEDULE

August	24	Orientation & Roles of SLP's	Chapter 12	
	31	Roles of SLP's cont. Public Laws affecting disability kids	Chapter 12 Chapter 1 (pp. 13-15)	
September	07	No class - Labor Day		
	14	Normal aspects of communication	Chapter 1	
	21	The speech process	Chapter 2	
	28	Language delays and disorders	Chapter 4 & 6	Report 1 due
October	05	Articulation & phonological disorders	Chapter 7	Report 2 due
	12	No class - Fall Break		
	19	Midterm Exam		
	26	Voice disorders	Chapter 8 - part 1	Report 3 due
November	02	Fluency disorders	Chapter 8 - part 2	Report 4 due
	09	Hearing impairments	Chapter 9	Report 5 due
	16	Special populations	Chapter 10	Report 6 due
	23	Difference or disorder? Augmentative & alternative comm.	Chapter 5 Chapter 11	
	30	Final Exam		
December	07	Final Presentations of In-service chapter @ 4:00 - 6:00		