

ANDREWS UNIVERSITY
SPEECH LANGUAGE AND HEARING DEPARTMENT

COURSE: COMMUNICATION DEVELOPMENT AND DISORDERS FOR
CLASSROOM TEACHERS

SPPA 435 3 Credits
Fall 2011 M W 4:00 - 5:15 p.m.
Bell Hall 161

INSTRUCTOR: Heather Ferguson 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 2011 - 2012 Bulletin, p. 232)

COURSE OBJECTIVES:

Successful completion of this course will:

- Provide students with an overview of normal speech and language acquisition
- Acquaint student-teachers with general background information on the types of communication disorders likely to be encountered in their classrooms
- Familiarize student-teachers with the role of the speech-language pathologist in the public school setting
- Expose students to the impact of communication disorders on children’s academic success.
- Provide students with concrete suggestions on how to interact with children having communication impairments in the classroom context.

COURSE REQUIREMENTS:

- Attendance is expected for all class periods. **Absence from more than 20% of this class (or more than 8 eight class periods) may result in a lowering of the student’s grade.** It is the student’s responsibility to keep track of attendance.
- There will be two (2) examinations during the semester, a midterm and a non comprehensive final.

➤ **Project:** Each student will prepare and submit **one** in-service 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
- Hearing
- Fluency
- Articulation/Phonology
- Neurological
- Voice

The “In-service Chapter” is worth 100 points. It should include but is not be limited to the following topics as they apply to the impairment selected. Project is Due November 14, 2011.

- ❖ 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
- ❖ Suggestions and strategies for the _____ child in the classroom

Students are expected to perform the necessary research on their topics, and provide an APA format 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.

- **Oral Presentation:** Students will be required to complete an oral presentation to the class, detailing the contents of the In-service chapter completed. Students will be graded on **content, creativity, familiarity** of the subject matter, and **delivery**. The presentation is worth 50 points.
- **Topic Reports:** A total of 5 topic reports will be due throughout the course of the semester. These are to be 2-3 page, double spaced, reports on the various disorders we will be discussing throughout the semester. At least two sources must be cited. One may be the required text. The other can be foundation run websites. “Foundation of...(the disorder)...” The reports should highlight the disorder and how it may affect the child’s performance in the education setting. Each report is worth 12 points.
- **Quizzes and miscellaneous assignments:** There will be short 5-10 point quiz as noted in the course schedules. Late students will not be permitted to make up quizzes. If students 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:

- **Academic Integrity:** In harmony with the mission statement of Andrews University expects that all students will demonstrate moral integrity. Therefore, plagiarism, copying other students work, stealing quizzes or exams is a serious offense. Possible consequences are a warning, reduced or failing grade, suspension or dismissal from the class, expulsion from the university, and/or degree cancellation.

- **Cell phones:** All cell phones are to be turned off during class time. Ringing and/or vibrating cell phones are a distraction to the students as well as to the instructor.
- **American Disabilities Act:** If you qualify for accommodations under this act, please see the instructor as soon as possible for referral and assistance in arranging such accommodation.
- **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.
- **All assignments and projects are due at the beginning of class on the noted due date.** Late assignments and projects will not be accepted.

GRADES:

Grades are based on the following

1. Examinations 200 pts
2. In-service Chapter Project 100 pts
3. Topic Reports 60 pts
4. Class Presentation 50 pts
5. Quiz 30-60 pts
6. Attendance and Participation 30 pts

Grading Scale:

A	94.0 - 100%
A-	90.0 - 93.99%
B+	87.5 - 89.99%
B	83.5 - 87.49%
B-	80.0 - 83.49%
C+	77.5 - 79.99%
C	73.5 - 77.99%
C-	70.0 - 73.49%
D	65.0 - 69.99%
F	Below 65%

TENTATIVE CLASS SCHEDULE

DATE		TOPIC	CHAPTER	ASSIGNMENT
August	22	Orientation and Introduction		
	24	Role of the SLP Public Laws Affecting Children with Disabilities (changing role of teachers)	12 1 (Pg 13 -15)	
	29	Language, Speech and Communication	1	
	31			
September	05	Labor Day - No Class		
	07	Language, Speech and Communication	1	
	12	The Speech Process	2	Quiz
	14			
	19	Language Development, Delays and Disorders	4 & 6	Report 1 Due

	21			
	26			Quiz
	28	Articulation & Phonological Disorders	7	Report 2 Due
October	03			
	05			Quiz
	10	Fall Recess - No Class		
	12	?		
	17	Review for Mid-term		
	19	Exam		
	24	Movie/Documentary		
	26	Voice Disorders	8 part I	Report 3 Due
	31	Fluency Disorders	8 part II	Quiz
	November	02	Hearing Impairments	9
07				Quiz
09		Special Population	10	Report 5 Due
14				Quiz
16		Augmentative and Alternative Communication	11	
21		Review for Final Exam		In-service Project Due
23		Thanksgiving Break - No Class		
28		In-service Presentations		
30		In-service Presentations		
December	5	Exam		Final Exam 16:00 - 18:00