

ANDREWS UNIVERSITY
SPEECH, LANGUAGE AND HEARING DEPARTMENT

COURSE: COMMUNICATION DEVELOPMENT AND DISORDERS FOR
CLASSROOM TEACHERS - Revised Syllabus
SPPA 435 3 Credits
Fall 2014 M W 1:30 - 2:45 p.m.
Bell Hall 161

INSTRUCTOR: Lara Scheidler-Smith MA-CCC/SLP
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REQUIRED TEXT: Haynes, Morin, Pindzola (2006). **Communication Disorders in the Classroom: An Introduction for Professionals in School Settings, 4th Edition.** Sudbury, MA: Jones and Bartlett Publishing

For ISBN and price information, please see the listing at the Andrews University Bookstore www.andrews.edu/bookstore

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 2014 - 2015 Bulletin, p. 54 School of Health Professions)

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.
- Expose students to current public laws and policies affecting the communicatively handicapped.

COURSE REQUIREMENTS:

- **Class Absences.** Attendance and prompt arrival to class is vitally important to the classroom community and atmosphere. As per university policy absences in excess of 20% of the total course appointments may result in a failing grade. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. If a student is absent for any reason it is that student's responsibility to arrange to receive handouts, lecture notes, or any other materials missed. Prolonged illness with a physician's explanation will be addressed on an individual basis. Three tardies are equal to one absence.
- There will be two (2) examinations during the semester; a mid-term exam and a 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 24, 2014.

- ❖ 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.
- **Observation:** Each student will complete a one hour observation with a school based speech-language pathologist. A one hour observation may include one or two therapy sessions. Please see attached reporting form for details of observation to be noted.
- **Topic Reports:** A total of four (4) 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 discussed during 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. The reports may also include discussions and critiques of films presented during the class. Each report is worth 15 points.

- **Quizzes and miscellaneous assignments:** There will be five (5) 10-15 point quiz as noted in the course schedule. 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 all students are expected to 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. **This will not be tolerated and students who are unable to adhere to this rule will be asked to leave the class and meet with the Dean to gain reentry to the class.**
- **American Disabilities Act:** If you qualify for accommodations under this act, please see me and contact Student Success in Nethery Hall 100 (disabilities@ Andrews.edu or 269-471-6096) as soon as possible for referral and assistance in arranging such accommodations.
- **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 are due at the beginning of class.** After that time a daily deduction of 5% will be applied to the final grade of the assignment. After 3 days (72 hours) the assignment will no longer be accepted. **All Quizzes and tests will be given at the beginning of class.**
- **Emergency Protocol:** 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.

GRADES:

Grades are based on the following

Examinations	300 points/ 150 points each
In-service Chapter Project	100 points
Topic/ Movie Reports	60 points
Quizzes	60 points/ 10 points each
Attendance and Participation	30 points
Presentation of Project	50 points

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	ASSIGNMENT
August	25	Orientation & Syllabus Review	
	27	Chapter # 1 & Rtl Handouts	Bio sheet, study
September	1	Labor Day- No School	Enjoy! :)
	3	Chapter # 2 Normal Aspects of Comm.	Quiz #1 Ch #1 & Rtl info.
	8	Chapter # 3 Development of Language and Phonology	
	10	Language and Phonology	study
	15	Chapter # 4 Articulation and Phonological Disorders	Quiz #2 Chapters #2 & 3
	17	Phonological Disorders	
	22	Chapter # 5 Children with Limited Language	
	24	Language	
	29	ASD & Special Populations handouts	Topic Report #1 due
October	1	Movie # 1 @ ASD	study
	6	Finish Movie #1/ Start Chapter # 6	Quiz #3 Chapters # 4 & 5
	8	School Age/ Adolescent Disorders	Movie Report #2 due
	13	Fall Recess- No School	Enjoy! :)
	15	Chapter # 7 Dialectal Differences	study Ch. #1-7 / handouts
	20	Mid-Term Exam	
	22	Chapter # 8 Fluency Disorders	
	27	Movie # 2 @ Stuttering	
	29	Chapter # 10 Hearing Impairment	Movie Report #3 due
November	3	Hearing (continued)	Quiz # 4 Chapters 8 & 10
	5	Chapter #11 Craniofacial Imp.	
	10	Chapter #13 Communication Disorders and Academic Success	Topic report# 4 due
	12	Disorders and Academic Success	
	17	Chapter #13 (continued)	Observation Project due
	19	Chapter # 12 Neurological Imp.	Quiz # 5 Chapters 11 & 13

	24	Chapter #9 Voice Disorders	Inservice Project Due
	26	Thanksgiving Break- No School	Enjoy! :)
December	1	Inservice Project Presentations	
	3	Presentations (continued)	Quiz # 6 Chapters 9 & 12
	8	Final Exam Review	study all Chapters
	10	Comprehensive Final Examination	
		WED 1:30-3:30	