

COMD 367: Survey of Communication Disorders for Educators

Spring 2017

Instructor: Laurie Schmidt Charlesworth, M.S., CCC-SLP Office: Off Site
Email: laschmid@uwsp.edu Phone: (715) 281-9235, cell
Class: Tuesday 5:00-7:30, CPS 233 Office Hours: By appointment

School Office Contacts:

(920) 982-8447

lschmidt@newlondon.k12.wi.us

**please put COMD 367 as part of subject line

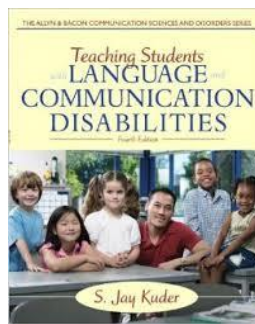
There is no doubt about it...teaching is challenging! No Child Left Behind, least restrictive environments, IEPs, 504s, and RtI have changed the both regular education and special education classrooms in incredible ways. Many of you plan to become special educators and are learning how to work with children with disabilities. Others of you are preparing to teach in a regular education classroom, but are worried about how to accommodate children with special needs into your classroom. Finally, some of you are studying to become speech-language pathologists and audiologists in a school setting.

The purpose of this class is to learn about the strong connections between language and cognition and how they may affect academic, behavioral, social, and communication skills. We will explore a variety of different disorders that impact speech and language skills and discover ways to help these students reach their academic potential. We will also learn how to work on interdisciplinary teams so that we may consider the whole student and the ways in which communication impairments affect the student throughout the day. A number of guest speakers will join us throughout the course of the semester to share real world application and experiences.

Text

Teaching Students with Language and Communication Disabilities (4th edition);

Authored by S. Jay Kuder; Pearson Publishers.



Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Unknown

Big Ideas and Learning Outcomes



Language and cognition are multi-faceted and interactive dimension of communication and are necessary for the sharing of thoughts, ideas, and feelings.

- Define the components of language and explain typical language development
- Develop awareness of different models of language development



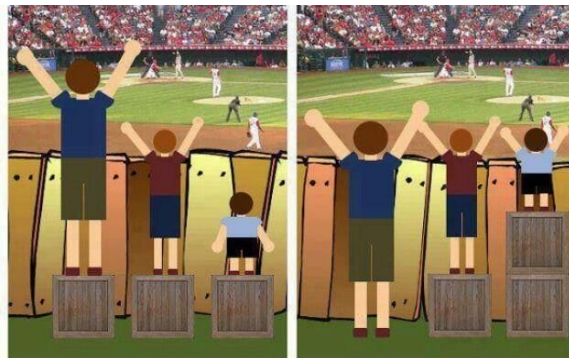
Problems with speech production and language comprehension and expression impact students academically, behaviorally, and socially.

- Develop awareness of formal and informal communication assessment procedures
- Describe and explain the following disabilities/disorders: hearing impairment, cognitive impairment, traumatic brain injury, cerebral palsy, language-learning disabilities, autism, emotional-behavioral disorders, cleft palate, fluency, voice, physical and sensory disabilities, and English language learners



Students benefit from a comprehensive and integrated team of educators, clinicians, and family members providing services and educational experiences that account for individual strengths and weaknesses.

- Devise ways to support and scaffold students with language delays/disorders into the classroom
- Understand the rationale for using different communication methods/strategies that facilitate the communication success of children with exceptional needs
- Critically analyze and reflect upon professional videos and articles about communication and education and integrate this information with being a special educator
- Collaborate to develop and adapt a lesson plan for an exceptional student.
- Use children's literature as a means of addressing language and concept development, as well as print and phonological awareness.



Course Structure and Expectations

Team-Based Learning:

This class will be a team-based learning class. The purpose of the team-based learning method is to give you more time *to do* rather than sit and listen, *to internalize* the terminology and concepts of the readings instead of merely regurgitating them on an exam, and *to capitalize* on your various learning affinities. Hopefully, you will approach this course with a spirit of active inquiry versus passive listening. You will also build and strengthen your collaborative skills and empower yourself with a tangible responsibility to yourself, to your own learning, and to your team.

Some of the time in class will be spent working in permanent teams, which will be assigned in the first week. Each group will be formulated to be diverse in skills, knowledge, and experience. The focus of class time will not be lecture. Instead, you will come to class having read and study the assigned readings.

Class Participation

Participation in class discussion is a crucial component of learning. Taking part in the discussion and group exercises will help you learn and apply the course material better than reading or lecture alone. Please be advised that you are expected to have completed the assigned reading *before* class, so that you may be an active contributor to the class and to your small group. There may also be periodic in-class writing and analysis assignments which will count toward your participation and attendance grade. D2L will be utilized in this class, so refer to it often. Items such as notes, journal articles, references, rubrics, assignments, and resources will be posted on D2L.

Because of the team-based nature of this course it is imperative that you attend every class unless there is a legitimate excuse such as illness, funeral, etc. If you will be absent, it is your responsibility to contact me and your teammates prior to class via some time/date stamped measure such as cell phone, text, or email. I want you to think of your team as your coworkers. When you call in sick to work, someone has to pick up the slack, but you have to be responsible to take the initiative to call and then make-up what you have missed...or you'll be fired.

Cellphones are not allowed in class. If you are caught texting in class then you will automatically lose all participation points. If you are expecting an important phone call (e.g., doctor, sick child), then you may be permitted to put your phone on vibrate and answer *with prior consent of the instructor*.

Expectations

Students are expected to:

- Complete assigned readings before class.
- Come to class promptly and prepared to actively participate in discussion and in-class assignments.
- Answer questions asked by the instructor.
- Contribute personal and practicum experiences related to course content.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)

The instructor is expected to:

- Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
- Have a solid rationale for why she is teaching the material
- Begin and end class on time
- Announce any changes to the syllabus during the semester, including date changes, well in advance
- Answer any student questions. If I don't know the answer, I will find it out.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

Laptop Policy

You will not be allowed to use laptops or tablets in the classroom unless indicated for certain in-class projects and activities. You will be exempt from this policy with proper documentation from Disability Services. You will be notified in advance if you may bring your laptop or tablet. This means that for class discussion you will either need to print any articles and/or take very thorough notes prior to class. You should bring the required texts to each class. For evidence-based documentation regarding this policy, refer to:

Fried, C. B. (2008) In-class laptop use and its effects on student learning, *Computers & Education* , 50(3) , 906-914. doi:10.1016/j.compedu.2006.09.006

Hembrooke, H. & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15 (1), 46-64. doi: 10.1007/BF02940852

Mueller, P.A. & Oppenheimer, D.M. (2013). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168. doi:10.1177/0956797614524581

Course Outline (This outline is a tentative guide and may be adjusted throughout the semester as need arises)

January 24	Syllabus and course overview Team building Language and Language Disorders Elements of Language	Ch. 1 Ch. 2
January 31 NO CLASS	OUT OF CLASS ASSIGNMENT D2L Assignment	Introduction Form Self Reflection
February 7	Language Acquisition: Bases Models Language Development (0-5 years) Chapter 1-4 group book review Language Development (school-age)	Ch.3-4 (finish) Ch. 5 Ch. 6
February 14	Literacy and Learning Disabilities SPED TEACHER GUEST SPEAKER Chapter 5-6 group book review	Ch. 7
February 21	D2L Assignment SLP GUEST SPEAKER	Articles/D2L
February 28	Intellectual Disabilities Chapter 6-8 group book review Discuss mid term exam	Ch. 8
March 7	D2L Assignment	Articles/D2L
March 14	MIDTERM EXAM	
March 21 NO CLASS	SPRING BREAK!	
March 28	Autism	Ch. 9
April 4	EBD	Ch. 10
April 11	D2L Assignment	Articles/D2L
April 18	Sensory Neuro	Ch. 11 Ch. 12
April 25	Assessing Language Enhancing Language Chapter 9-12 group book review	Ch. 13 Ch. 14
May 2	AAC Language, Culture, and ELL	Ch. 15 Ch. 16
May 9	FINAL EXAM	

Course Assignments

1. **Two Exams:** There will be two exams, a midterm (75 points) and final (100 points). These will contain objective, essay, and case study/application questions. The final examination will be comprehensive. (175 points total)
2. **Reflections:** There will be several opportunities to write a reflection on a video, article, podcast, or interactive classroom experience. These reflections will be worth 25 points each. (100 points total)
3. **Group Book Reviews:** There will be 4 group book reviews. These are basic competency reviews worth 25 points each, for a total of 100 points.
4. **Participation/Attendance:** I will take attendance. You will be awarded points for attendance and participation

Grading Scale

A 95-100%

A- 92-94%

B+ 88-91%

B 84-87%

B- 80-83%

C+ 77-79%

C 74-76%

C- 70-73%

D+ 67-69%

D 64-66%

D- 60-63%

<60% = F

If a percentage has a decimal ≥ 0.5 , then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Class Points:

2 Exams (175 points)

4 Group book Reviews (100 points total)

4 Individual Reflections (100 points total)

Participation/Attendance (120 points)

Total (495 points)

Policy for Late Assignments

All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus five percentage points. Unexcused assignments turned in late (and only due to extenuating circumstances) will receive a penalty of minus ten percentage points. Assignments will not be accepted after the second day.

I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. **In order for a late assignment to be excused, you must discuss this with**

me BEFORE it is due. Between email and my cell phone, which are listed at the top of this syllabus, there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you will need to change course requirements.

Disability Statement

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Academic Misconduct

Please refer to <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf> for university policy regarding academic honesty and integrity.

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

(1) Academic misconduct is an act in which a student:

- a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- b) Uses unauthorized materials or fabricated data in any academic exercise;
- c) Forges or falsifies academic documents or records;
- d) Intentionally impedes or damages the academic work of others;
- e) Engages in conduct aimed at making false representation of a student's academic performance; or
- f) Assists other students in any of these acts.
- g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.