

CSD 735: Language Disorders—School Age and Adolescents

Spring Semester 2017

Monday/Wednesday 9:30-10:45 am, CPS 024

Instructor Info

Professor: Pamela Terrell
Ph.D., CCC-SLP
Office: CPS 034
Email: pterrell@uwsp.edu
Phone: (715) 346-3423
Office Hours: TBA



So...what will I learn in this course?

From the moment that the nervously excited kindergartner enters the classroom with a new backpack, box of crayons, and lunchbox in hand until the moment that the senior tosses a mortar board into the air at graduation, the K-12 timespan is fraught with challenges. These include transitioning from one teacher a year to several teachers in one day, all with various expectations and styles of teaching. Additionally, learning to read then reading to learn, navigating the complex social worlds of the school cafeteria and playground, dealing with ever-increasing hormones, and balancing a school, home, and social life are added in.

All of these challenges are occurring during a crucial time for development of foundational academic skills, as well as formation of self-esteem and self-worth. Students with language deficits can often feel embarrassed, “stupid,” and less academically competent or socially savvy than their peers. The good news is that YOU can help identify and treat linguistic impairments and enable students to develop a strong academic foundation and a positive self-concept. In this course, you’ll learn about a variety of ways in which phonological, morpho-syntactical, semantic, and pragmatic problems impact both spoken and written language across the educational career and how you can help students develop new skills and strategies to improve. Careful consideration of grade level expectations, developmental norms, course-specific curricula, and the common core will be included.

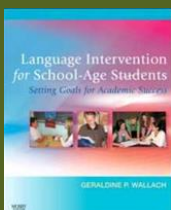
Let’s get started!

Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.

John W. Gardner

D2L	(may be adjusted through the semester as need arises- let's be honest... <i>when the need arises</i>)	READINGS
Foundations		
Week 1 1/23, 25	Course introduction/overview; LD simulation Review: Assessment and Standardization	D2L
Week 2 1/30, 2/1	Introduction to School-Age Language Services and LLD Mrs. Forster—RTI & Common Core	Wallach: Ch. 1-2 D2L
Week 3 2/6, 8	What Does Language Therapy in Schools Look Like?	Wallach: Ch. 3-4
Oral Language		
Week 4 2/13, 15	Classroom Discourse	D2L
Week 5 2/20, 22	Executive Function Oral and Written Language; Test Administration (2/22)	D2L Wallach: Ch. 6
Week 6 2/27, 3/1	Narratives SUGAR (we'll go to a computer lab at 10)	Ukrainetz: Ch. 5
Week 7 3/6, 8	Discourse/Narrative Analysis (in class) Language and Literacy	Wallach: Ch. 5
Written Language		
Week 8 3/13, 15	Language and Literacy Exposition	Wallach: Ch. 5 Ukrainetz: Ch. 6
Week 9 3/20, 22	SPRING BREAK!	
Week 10 3/27, 29	Reading Comprehension	D2L
Week 11 4/3, 5	Writing at the Macro Level	D2L
Week 12 4/10, 12	Writing at the Micro Level	D2L
Week 13 4/17, 19	Spelling	D2L
Week 14 4/24, 26	In-Class Written Language Analysis Catch-Up	
Pulling It All Together		
Week 15 5/1, 3	Connected Text: Part 1	Wallach: Ch. 7
Week 16 5/8, 10	Connected Text: Part 2 Final: Tuesday, 5/16, 2:45-4:45 pm (Part 3: Therapy Plan)	Wallach: Ch. 8

Textbooks



Wallach, G. P. (2008). Language Intervention for school-age students: Setting goals for academic success. St. Louis, MO: Mosby Elsevier.

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.

Learning Outcomes

1. Students will demonstrate understanding of typical language development and common language impairments (pertaining to phonology, morpho-syntax, semantics, and pragmatics in spoken and written language) in K-12 through assessment and treatment applications.
2. Students will administer and interpret standardized assessments of language that are commonly used in the school setting.
3. Students will develop a comprehensive assessment that integrates the common core and curriculum, while modifying diagnostic materials and the testing environment as needed.
4. Students will demonstrate understanding of the role of the SLP in literacy development and intervention by creating a written language assessment and intervention plan.
5. Students will interpret assessment information/data, differentially diagnose, and defend their analysis/conclusions.
6. Students will design therapy plans and incorporate therapeutic strategies that include related education curriculum to address linguistic deficits than impact academic achievement.

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.
- 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, 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.

1. **Individual Classwork**—Application of readings, including analysis and intervention strategies, typically 5-10 points each
2. **In Class Groupwork**
 - Narrative/Discourse Analysis
 - Written Language Analysis
3. **Test Administration**—You and a partner will give each other an assigned standardized test that is commonly used with the school-age population. You will also need to select another test to administer based on a particular language disorder or area of deficit and age/grade level and justify your choice. You will administer and score both assessments and interpret the results.
4. **Comprehensive School-Age Language Project**
 - **Case Study and Assessment**—In teams of 3-4, you will observe a child in a local school to record, transcribe, and analyze classroom discourse, as well as interview members of the special education team such as SLP, OT, SPED teacher, and Reading Specialist.
 - **Therapy Plan**—Generally based on the child you observed, in pairs you will develop a comprehensive therapy plan with educationally-relevant oral and written language objectives. Your description of intervention techniques must include the common core and specific course content and curriculum. You will also include two evidence-based strategies from current peer-reviewed journals to include in your therapy plan.

Total Points

Individual Classwork	5%
Group Classwork	10%
Test Administration	25%
Case Study	30%
Therapy Plan	30%

Policy for Late Assignments	Disability Statement	Academic Misconduct
<p>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 5 percentage points. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day and the student will receive a grade of zero.</p> <p>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.</p> <p>Between email and my office phone, which are listed at the top of this syllabus, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.</p> <p>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</p>	<p>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.</p>	<p>Please refer to http://www.uwsp.edu/admin/stuaaffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>
<p><u>EMERGENCIES</u></p> <p>In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.</p> <p>In the event of a tornado warning, proceed to CPS COMD Clinic hallways. Avoid wide-span rooms and buildings.</p> <p>In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.</p> <p>Active Shooter – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.</p> <p>www.uwsp.edu/rmgt</p>		

ASHA Competencies Met:

- Standard III-C Language and Cognition (2E—development/lifespan; 2F—linguistic); Social Communication (2D—Psychological)
- Standard III-D Language and Cognition (2—assessment, 3—intervention); Social Communication (3—Intervention)
- Standard IV-G1 Language and Cognition (1e—evaluation)
- Standard IV-G2 Language and Cognition (2a—intervention)

Requesting A Revision, Extra Credit, or Make-up Work to Improve a Grade on a Graded Assignment

If you earned a grade below 84% on any exam or assignment, and if you would like to improve your understanding of the concepts and perhaps improve your grade, you may propose a make-up assignment. Here are the procedures/guidelines:

- You must initiate this process, and you must propose/design the make-up assignment.
- If you complete the make-up assignment satisfactorily, your grade on the original assignment will be changed to a maximum of 84%.
- As soon as you decide you would like to propose a make-up assignment, I recommend that you inform me, either in person or over email or telephone.
- You must design your own make-up assignment, but it is subject to approval and/or modification by me. You must send me (via email) the tentative make-up assignment that you designed (referred to as your make-up assignment proposal), and you must send me this proposal within one week of the day I return or upload your graded assignment. If I do not receive your proposal within one week, then you may not complete a make-up assignment.
- When you submit your proposal for a make-up assignment, you must include a brief explanation of how/why your proposed assignment will allow you to learn the material better.
- I will review your proposal and notify you (typically within 2-3 business days of when I receive your proposal) if I will accept it, and/or if I will make any modifications, and/or if I will require you to make any modifications.
- I will inform you via email once your make-up assignment proposal is accepted and finalized.
- Once your make-up assignment proposal is accepted and finalized, you will have one week to complete the make-up assignment.
- The goal for a make-up assignment is to ensure that you learn the material thoroughly and meet the ASHA competency; therefore, your proposed make-up assignment should demonstrate that you understand the mistakes you made originally, and that you now thoroughly understand the material.

Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.

Dr. Kevin Maxwell