



SPEECH PATHOLOGY AND AUDIOLOGY

*Language and Literacy
Development and Disorders
Fall 2013
Course Syllabus*

Course Information

Course Number SPPA 6961
Course Title Language and Literacy
Day, Time & Location Thursdays, 5:30-8:10, 046 Cramer Hall (414-288-7332)

Course Instructor Information

Instructor Joyce King-McIver, M. S., CCC-SLP
Language & Literacy Program
Doctoral Candidate, Cardinal Stritch University

Office Location

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Office Phone

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Office Hours: Thursday--4:00-5:00 PM or by appointment. If you would like to meet with me prior to Thursday, please feel free to contact me via email about setting an appointment. I will check my E-mail daily.

Course Description

This seminar addresses the perceptual, linguistic, and cognitive processes associated with literacy acquisition, delays and disorders. Theories of literacy are discussed in the context of reading assessment and intervention. Throughout the semester, we consider the role of the speech-language pathologist as a member of a literacy team.

Student Learning Objectives/Outcomes

At the end of the course it is anticipated that students will be able to demonstrate knowledge in the following areas:

1. Learn basic concepts, terminology, and theory in the areas of reading development and disorders. Demonstrate knowledge of signs and symptoms, etiology, clinical course, and developmental-academic-social impact of a reading impairment.
2. Use principles of evidence based practice for the assessment and treatment of reading impairment. Gather, evaluate, and consume research on the assessment and intervention for children with reading impairments.

Additional specific learning objectives and outcomes will accompany each week's topic.

Course Requirements (150 points total)

1. **Critical Reviews.** Each student is required to critically review the required readings for one class session. You will summarize the main ideas of the readings (2 pages) and discuss how the information will affect your service delivery as an SLP (2 pages). Reviews should be approximately 4 typed, double spaced pages and must address the guidelines specified in the **RUBRIC: Critical Review** (refer to page 3 of the syllabus). All Critical Reviews should be sent to the instructor **TWO** days before the topic is discussed in class. Therefore, submit the Critical Reviews by **TUESDAY 5:30 PM**. Students should be prepared to present an overview (3 to 5 minutes) of their Critical Review on the day the topic is discussed. 10 points. (*Formative Assessment*). **DUE DATE: TWO days before the topic is discussed in class.**
2. **Exam 1 (Midterm on 10/10/13; Week #7).** Includes material covered (in class and in your readings) during the first half of the semester. The format is short answer and essay. 50 points. (*Formative Assessment*)
3. **Class Project.** You will create a class project that focuses on both language and literacy. You may work with a partner. The project should include a paper, class handout, and class presentation. Details about the Class Project are provided in the **RUBRIC: Class Projects** (refer to page 4 of the syllabus). 30 points. (*Formative Assessment*). **DUE DATE: 12/5/13**
4. **Exam 2 (Final on 12/12/13; Week #16).** Includes material covered during the entire semester (in class and in your readings), with an emphasis on the latter half of the course. The format is short answer and essay. 60 points. (*Summative Assessment*).
5. **Attendance and Participation.** Attendance and participation are required. Points are not explicitly assigned for attendance and classroom participation. However, if you obtain a borderline grade (i.e., your points are between two letter grades), participation will be considered as the deciding factor. That is, if you participated in class discussions (in a productive and appropriate manner), you will receive the higher letter grade. On the other hand, if you did not participate, you will receive the lower letter grade. In the event of an emergency that may impact your attendance, students are advised to consult with the instructor immediately for an extension of **10 to 14 days** for missed assignments. For additional information on the attendance policy, refer to: <http://bulletin.marquette.edu/undergrad/academicregulations/#attendance>.
6. **Grading:**
 - A: 93 – 100%
 - AB: 88 – 92%
 - B: 83 – 87%
 - BC: 78 – 82%
 - C: 73 – 77%
 - CD: 68 – 72%
 - D: 60 – 67%
 - F: 59% or less

Written Assignments

All written assignments will follow the guidelines contained in the sixth edition of the publication manual of the American Psychological Association (APA). This book may be found at the following link: <http://www.apa.org/pubs/books/4200066.aspx> . If you need extra help communicating your thoughts in the written form (i.e., writing a paper) you may wish to consult the writing center on campus. Assistance is available at the Norman H. Ott Memorial Writing Center which is located in the Raynor Library or via the following link: <http://www.marquette.edu/english/WritingCenter.shtml>.

RUBRIC: Critical Review (10 points)

Key Components	Meets Expectations
Review (2 points)	<ul style="list-style-type: none"> • At least FOUR pages. This should not include the Reference page. • All critical information has been included and discussed accurately and in detail.
Organization (6 points)	<ul style="list-style-type: none"> • The organization is clear. • There is an introduction. • The introduction includes a road map to the contents of the Critical Review. • There is a synthesized summary of the literature for the specified class session. • The synthesized summary includes ALL the main points from each article or text. • Transitions are evident and clearly guide the reader to subsequent paragraphs. • There are headings for subsections. • Discussion on how the information will affect your service delivery as an SLP is provided. The writer has incorporated personal voice that is supported by evidence-based research. • Conclusion is clear and provides an overview of topic.
APA (1 point)	<ul style="list-style-type: none"> • The writer has followed APA guidelines. Individual studies are cited properly.
Mechanics (1 point)	Graduate level writing skills are apparent and mechanics should not distract reader.

RUBRIC: Class Project (30 points)

Key Components	Meets Expectations
Class Project (3 points)	<ul style="list-style-type: none"> • Class project focuses on Language and Literacy. • Includes a paper, class handout, and class presentation. • All critical information has been included and discussed accurately and in detail.
Organization of paper and class handout (20 points)	<p>PAPER:</p> <ul style="list-style-type: none"> • The organization is clear. • There is an introduction. • The introduction includes a road map to the contents of the Class Project paper. • There is a synthesized summary of the literature included in the Class Project. • The synthesized summary includes the main points from each article or text. • Transitions are evident and clearly guide the reader to subsequent paragraphs. • There are headings for subsections. • Discussion on how the information will affect your service delivery as an SLP is provided. The writer has incorporated personal voice that is supported by evidence-based research. • Conclusion is clear and provides an overview of topic. <p>CLASS HANDOUT:</p> <ul style="list-style-type: none"> • The Class Handout is clear and concise. • Provides a synopsis of paper
Presentation (5 point)	<ul style="list-style-type: none"> • The class presentation is engaging and captures the critical information provided in the paper and class handouts. Class presentation is clear and easy to follow. If multiple presenters, presentation time is equally assigned.
APA and Mechanics (2 point)	<ul style="list-style-type: none"> • The writer(s) follow APA guidelines. Individual studies are cited properly. • Graduate level writing skills are apparent and mechanics should not distract readers.

Class Policies

- Please silence your cell phones before each class.
- Class will begin promptly at 5:30 PM. Please be on time to class.
- Exams must be taken on the scheduled date. Taking exams on alternative dates without penalty will be allowed ONLY in cases of true emergency. Please see the official SPPA policy on make-up exams (on D2L).
- **Final Exam Cancellation Due to Severe Weather Policy**
In case of severe weather, the final exam will be administered in an on-line format.
- **Final Exams: "Four Exam Rule"**
Marquette University has no official policy on the number of exams that would be considered to be excessive on one day. The Department of Speech Pathology and Audiology has decided that if a student has 4 final exams scheduled on one day, s/he may request to have one of the exams rescheduled, and that request will be honored.

Academic Misconduct

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/academics/regulations/acaddishonesty.html>

Accommodations

Please let me know within the first 3 weeks of class if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate. For example, students with learning disabilities or for whom English is the second language may need extended time to take the exams and/or an environment that is free of distractions. I am interested in ensuring that all persons are fully included in this course and will make any reasonable accommodations that are needed.

Class Schedule

Dates	Class Topics	Readings
8/29 (1)	Course Overview, Syllabus Language and Reading Essential Literacy Skills	Executive Summary, National Early Literacy Panel (2008) Summary of the NRP Report (2002) K&C, Ch. 1 Rose (1989), Preface, Ch. 1 and Ch. 2 Wren (2001) at sedl.org
9/5 (2)	SLPs and Literacy : Roles and Professional Issues	ASHA 2001, 2002 Ehren & Ehren (2001) Ukrainetz, Ch. 1 Ukrainetz, Ch. 2 Rose (1989), Ch. 3 and Ch. 4 Wren (2001) at sedl.org
9/12 (3)	<p>THE DYNAMIC DUO</p> <ul style="list-style-type: none"> • Reading and Language Development <p>THE DUO: CHALLENGED</p> <ul style="list-style-type: none"> • Reading and Language Disabilities <p>Guest Lecturer from 6:30 to 8:00: Mr. Shawn Robinson, Language & Literacy Doctoral Candidate—Cardinal Stritch University</p>	K&C, Ch. 2 K&C, Ch. 3 K&C, Ch. 4 Rose (1989), Ch. 5 and 6 Wren (2001) at sedl.org Supplemental Readings (Refer to D2L)
9/19 (4)	Metalinguistic and Phonological Awareness	K&C, Ch. 5 NRP Ch. 2, Part I: Phonemic Awareness Ukrainetz, Ch. 10 Wren (2001) at sedl.org Rose (1989) Review of key points in Chapters 1-6
9/26(5)	Word Recognition Reading Fluency	NRP Ch. 2, Part II: Phonics NRP Ch. 3: Fluency Ukrainetz, Ch. 11 Wren (2001) at sedl.org Rose (1989) Ch. 7, Ch. 8, Epilogue, and New Afterword (copies of this will be provided if needed)
10/3 (6)	Comprehension	K&C, Ch. 6 K&C, Ch. 7 Ukrainetz, Ch. 12 Wren (2001) at sedl.org Rose (1989) Review of key points in Ch. 7, Ch. 8., Epilogue, and New Afterword Rose (1989) Video and Discussion
10/10 (7)	Midterm Exam	

10/17 (8)	Spelling Writing	K&C, Ch. 8 K&C, Ch. 9 K&C, Ch. 10 Ukrainetz, Ch. 13 Wren (2001) at sedl.org Rose (1989) Video and Discussion
10/24 (9)	Phonemic Awareness and Vocabulary Skills of Educators: SLPs' role in Professional Development Guest Lecturer from 5:30 to 7:30: Dr. Jayne Jaskolski, Midwestern University	Spencer et al. (2008) Weitzman, Girolametto & Greenberg (2006) Wren (2001) at sedl.org
10/31 (10)	Emergent Literacy: Assessment and Intervention	<i>Oral Language</i> Roth (2009) Williams (2006) Hindman & Wasik (2006) <i>Print</i> Kaderavek et al. (2009) Stewart & Lovelace (2006) Wren (2001) at sedl.org
11/7 (11)	School-Age Literacy: Assessment and Intervention Common Core Standards	Paul (2007) Wren (2001) at sedl.org Common Core State Standards http://www.corestandards.org/
11/14 (12)	Reading Instruction: An Educator's Perspective Guest Lecturer from 5:30 to 7:30: Linda Sonnenberg, Reading Specialist	
11/21 (13)	Response to Intervention Common Core Standards Reviewing SLPs' role in literacy	Fuchs & Deshler (2007) Staskowski & Rivera (2005) Troia (2005) Wren (2001) at sedl.org IRA Commission on RTI: Working draft of guiding principles
11/28 (14)	No Class Meeting ~ Thanksgiving	
12/5 (15)	Presentations Final exam review Course Evaluation	
12/12 (16)	Final Exam	5:30-7:30 PM

Required Readings

Texts:

Kamhi, A. G., & Catts, H. W. (2012). *Language and reading disabilities* (3rd Edition). Boston, MA: Allyn & Bacon (Pearson Education). *Abbreviated K & C in class schedule.*

Ukrainetz, T. A. (2006). *Contextualized Language Intervention: Scaffolding PreK-12 Literacy Achievement*. Greenville, SC: Thinking Publications.

**Rose, M. (1989). *Lives on the boundary: A moving account of the struggles and achievements of America's educationally underprepared*. New York, NY: Penguin Books.

Articles and Book Chapters:

American Speech-Language-Hearing Association. (2001). *Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents* [Technical Report]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2002). *Knowledge and Skills Needed by Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents* [Knowledge and Skills]. Available from www.asha.org/policy.

Ehren, B. J. & Ehren T. C. (2001). New or expanded literacy roles for speech-language pathologists: making it happen in schools. *Seminars in Speech and Language, 22*, 233-243.

Hindman, A. H. & Wasik, Barbara A. (2006). Bringing words to life. Optimizing book reading experiences to develop vocabulary in young children. In Anne van Kleeck (Ed.), *Sharing Books and Stories to Promote Language and Literacy* (pp. 231-268), San Diego, CA: Plural Publishing.

International Reading Association (2009). *IRA Commission on RTI: Working draft of guiding principles*.

Kaderavek, J. N., Cabell, S. Q., & Justice, L. M. (2009). Early writing and spelling development. In P. M. Rhyner (Ed.), *Emergent Literacy and Language Development* (pp. 104-152). New York, NY: Guilford Press.

Paul, R. (2007). Language, reading, and learning in school: What the speech-language pathologist needs to know. In R. Paul, *Language Disorders from Infancy through Adolescence* (pp. 429-453). St. Louis, MO: Mosby Elsevier.

Roth, F. P. (2009). Children's early narratives. In P. M. Rhyner (Ed.), *Emergent Literacy and Language Development* (pp. 153-191). New York, NY: Guilford Press.

Spencer, E., Schuele, M., Guillot, K., & Lee, M. (2008). Phonemic awareness skill of speech-language pathologists and other educators. *Language, Speech and Hearing Services in Schools, 39*(4), 512-520.

Staskowski, M. & Rivera, E. A. (2005). Speech-language pathologists' involvement in responsiveness to intervention activities: A complement to curriculum relevant practice. *Topics in Language Disorders, 25*(2), 132-147.

Stewart, S. R. & Lovelace, S. M. (2006). Recruiting children's attention to print during shared reading. In Laura M. Justice (Ed.), *Clinical Approaches to Emergent Literacy Intervention*. (pp. 327-360). San Diego, CA: Plural Publishing.

- Troia, G. (2005). Responsiveness to intervention: Roles of speech-language pathologists in the prevention and identification of learning disabilities. *Topics in Language Disorders, 25*, 106-119.
- Weitzman, E., Girolametto, L., & Greenberg, J. (2006). Adult responsiveness as a critical intervention mechanism for emergent literacy: Strategies for preschool educators. In L. M. Justice (Ed.), *Clinical Approaches to Emergent Literacy Intervention*. (pp.127-178). San Diego, CA: Plural Publishing.
- Williams, A. L. (2006). Integrating phonological sensitivity and oral language instruction into enhanced dialogic reading. In Laura M. Justice (Ed.), *Clinical Approaches to Emergent Literacy Intervention*. (pp. 261-294). San Diego, CA: Plural Publishing.

Online Materials:

Common Core State Standards Initiative. <http://www.corestandards.org/>

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. <http://www.nationalreadingpanel.org/Publications/summary.htm>

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office. <http://www.nichd.nih.gov/publications/nrp/report.cfm>

National Institute for Literacy. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Jessup, MD: ED Pubs. <http://www.nichd.nih.gov/publications/nrp/report.cfm>

Wren, S. (2001). The cognitive foundations of learning to read: A framework Southwest Educational Developmental Laboratory (SEDL). <http://www.sedl.org/cgi-bin/pdfexit.cgi?url=http://www.sedl.org/reading/framework/framework.pdf>

****If you are unable to obtain a copy of Rose (1989) before the second class session, a loaner will be provided by the instructor.****



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.



Wisconsin Department of Public Instruction (DPI) Standards Met By This Course

DPI Content Standards
<p>Content Standard 1 General instructional content and practice of speech and language to include:</p> <ol style="list-style-type: none"> The anatomy and physiology of speech and hearing mechanisms Phonetics Speech and hearing science Auditory habilitation and rehabilitation Typical and atypical speech, language, and hearing Assessment techniques used in the identification of children with speech and language disabilities
<p>Content Standard 2 Learning theory as it relates to:</p> <ol style="list-style-type: none"> Cognitive development Communicative development Emotional development Psychomotor development Social development <p>The application of theory to:</p> <ol style="list-style-type: none"> Evaluation Individual education program (IEP) planning Learning environments The delivery of speech and language services
<p>Content Standard 3 Individual Differences in regard to:</p> <ol style="list-style-type: none"> Motivation Reinforcement Transfer of learning Different learning styles in children The ability to address individual differences in the delivery of speech and language services

Content Standard 4

Meeting the individual educational needs of children with speech and language disabilities through the use of:

- a. Verbal modes
- b. Non-verbal modes
- c. Technological modes

Content Standard 5

Conducting formal and informal evaluation to include:

- a. Standardized test selection
- b. Authentic assessment
- c. Interpretation of assessment results
- d. Principles of measurement in the identification of a speech and language disability
- e. IEP development
- f. IEP implementation

Content Standard 6

Professional communication to include:

- a. Critical thinking
- b. Problem solving
- c. Flexibility
- d. Conflict resolution
- e. Collaboration

Content Standard 7

State and federal laws to include:

- a. General and special education
- b. Wisconsin model academic standards and how these standards serve as the foundation for programming decisions for students with disabilities

Content Standard 8

Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.

Content Standard 9

The development of collaborative relationships using a variety of resources including, but not limited to:

- a. Educational
- b. Familial
- c. Societal
- d. Political
- e. Medical
- f. Professional
- g. Community