



### Course Syllabus

<b>COURSE NUMBER:</b> READ 5190.01	<b>COURSE TITLE</b> Language Development & Acquisition	<b>TERM:</b> Spring I; 2008
<b>SITE:</b> Webster Groves WH 326	<b>Dr. Paula Witkowski</b> Webster Hall; Room 241 (314)968-7070 paulaw@webster.edu	<b>CREDIT HOURS: 3</b>

#### 1. COURSE DESCRIPTION:

**THE FOCUS OF THIS COURSE IS ON NORMAL LANGUAGE DEVELOPMENT IN THE AREAS OF PRAGMATICS, PHONOLOGY, SEMANTICS, AND SYNTAX AND THE RELATIONSHIP OF THIS DEVELOPMENT TO READING AND READING DISABILITIES. THIS COURSE COUNTS FOR REMEDIAL READING CERTIFICATION.**

#### 2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
A. Students will be able to identify the milestones and stages of speech and language development from infancy through adolescence.	IRA 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	SoE Goals: 1.1,1.3, 1.4, SoE Dispositions:1, 2, 3 MoSTEP: 1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1
B. Students will understand the common processes as well as the essential differences involved in spoken and written language.	IRA 1.1 Refer to major theories in the foundational areas as they relate to reading. Explain, compare, contrast, and critique the theories. IRA 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. Recount historical developments in the history of reading.	SoE Goals: 1.2 SoE Dispositions: 1, 2, 3 MoSTEP: 1.1, 2.2
C. Students will discuss the central role of language in the development of reading abilities as well as the role of language in reading disabilities.	IRA 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read. IRA 1.4 Are able to determine if students are appropriately integrating the components in fluent reading.	SoE Goals: 1.1, 4.1, 4.3 SoE Dispositions: 1, 2, 3 MoSTEP: 1.1,1.4, 8.1

<p>D. Students will understand how to assess and remediate a language-based reading disability.</p>	<p>IRA 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. Demonstrate the options in their own teaching and in demonstration teaching.</p> <p>IRA 3.3 Assist the classroom teacher in using assessment to plan instruction for all students. Use in-depth assessment information to plan individual instruction for struggling readers.</p> <p>IRA 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, cultures, and linguistic background of students.</p> <p>IRA 4.2 Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.</p> <p>IRA 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist both in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.</p>	<p>SoE: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.4  SoE Dispositions: 1, 2, 3  MoSTEP: 2.1, 3.2, 5.1, 8.1, 9.1, 10.1</p>
---	--	--

### 3. Readings are assigned prior to the next class.

<b>Week 1:</b>	Reading as a Language-Based Skill: Similarities and Differences Definition of Language Definition of Reading Intro to Language Development <b>Read: Damico, Clinical Discourse Analysis</b>
<b>Week 2:</b>	Language Development Reading Development Pragmatic Development How to Take a Language Sample <b>Read: Cunningham, Chapters 14 &amp; 15; Newsweek, Dyslexia: New Hope for Kids Who Can't Read</b>
<b>Week 3:</b>	Issues in defining reading disabilities The role of language processes Definition of Dyslexia Clinical implications <b>Read: Cunningham, Chapters 1-4; Caldwell, Chapter 4</b>
<b>Week 4:</b>	Intrinsic & extrinsic causes of reading disabilities Language-based deficits <b>Read: Cunningham, Chapters 7-9; Caldwell, Chapters 5-6</b>
<b>Week 5:</b>	Assessment & instruction in phonemic awareness Assessment & instruction in word recognition <b>Read: Cunningham, Chapters 10-11; Caldwell, Chapters 7-8</b>
<b>Week 6</b>	Assessing & facilitating text comprehension problems <b>Read: Caldwell, Chapters 9-12</b>
<b>Week 7:</b>	Learning to Write/Writing to Learn Assessing & Facilitating Written Language
<b>Week 8:</b>	ESL/dialects Summing Up

**Regular class attendance is required. Missing one class or excessive tardies can result in lowering of your grade. Missing more than one class will result in no credit for the course.**

### 4. RESOURCES:

#### *Required Text(s):*

Caldwell, JoAnne Schudt & Leslie, Lauren (2005). *Intervention Strategies to Follow Informal Reading Inventory Assessment*. Boston: Pearson Education, Inc.

Cunningham, Patricia M. (2005). *Phonics They Use*. 4<sup>th</sup> Edition. Boston: Pearson Education, Inc.

#### *Optional Text:*

Catts, H. W. & Kamhi, A. (2005) *Language and Reading Disabilities*. 2<sup>nd</sup> Edition. Boston: Pearson Education, Inc.

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Total Points</b>
Class Participation	A,B,C,D	120
Language Sample Analysis	C, D	150
Case Study/Report	A, B,C,D	200
Group Preparation/Participation	A,B,C,D	150

**6. GRADING SCALE:**

<b>A: 620-558 pts. B: 557-496 pts. C: 495-434 pts. F: &lt;434 pts.</b>
--

**Note: ALL PAPERS/PROJECTS MAY BE PICKED UP OUTSIDE OF ROOM 241 UNTIL 6/1/08**

## ACADEMIC HONESTY POLICY

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### **Consequences of Academic Dishonesty:**

**Students who are guilty of academic dishonesty will automatically receive a failing grade in this course.**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

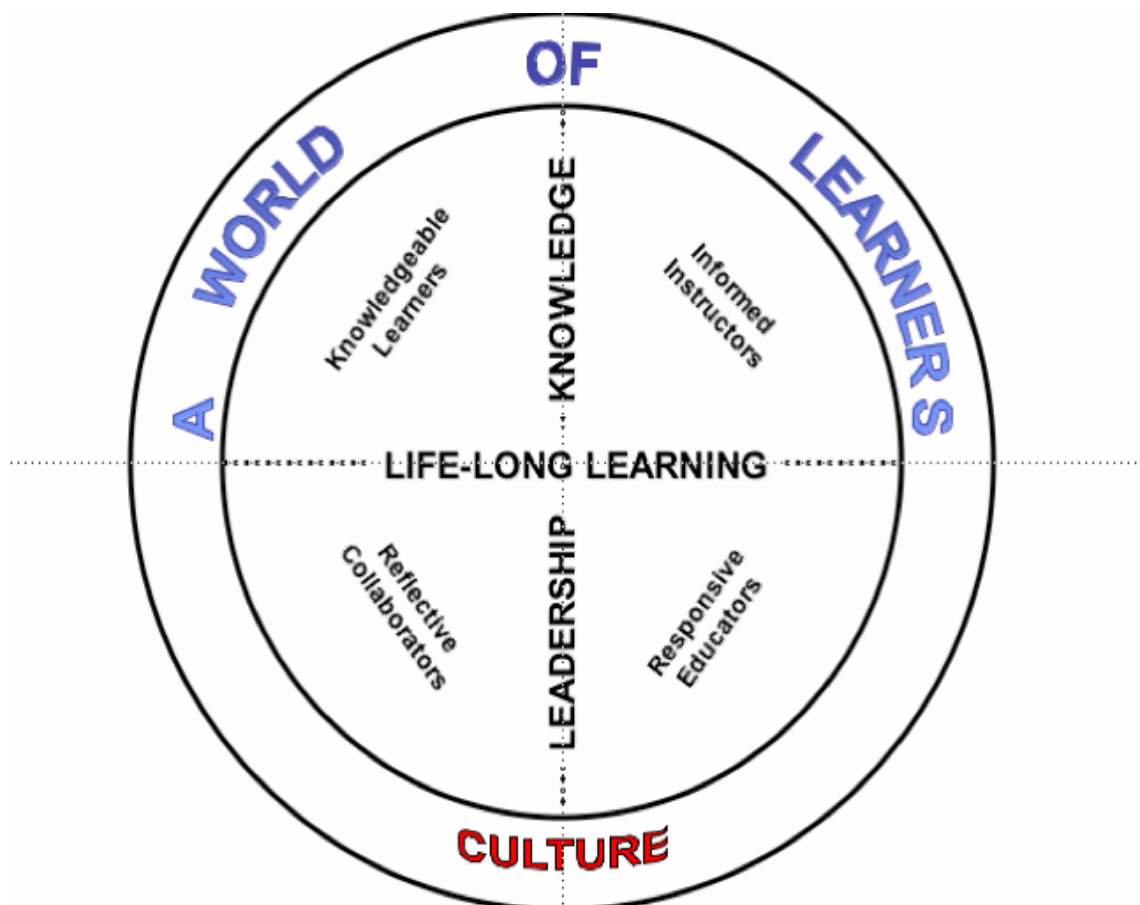
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence