



EDUC 4730                      MCMULLEN                      mcmullen@webster.edu

LANGUAGE DEVELOPMENT FOR                      314-968-7093  
EXCEPTIONAL STUDENTS

3 CREDITS                      SITE 50                      SUMMER 2003

- Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course explores language development in children and youth with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impairment are reviewed, and language arts strategies are developed.

- Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Upon completion of this course, the student will be able to:

- identify the milestones and stages of speech and language development from infancy through adolescence
- identify characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities (CC2-K3)
- name the components of language and the parts of speech
- select, administer, modify and interpret informal and formal assessment procedures and instruments (CC3-K5, S5; MO-STEP 3.1; 8.1)
- explain the relationship between a language impairment and learning disabilities; as well as the relationship between language impairments and literacy development
- select appropriate children's literature based on a student's language and literacy skills
- facilitate the development of pragmatic language skills needed for social, educational, and functional-living environments (CC6-K3; MO-STEP 7.1)
- explain when and how to access specialized services to meet students' needs (MO-STEP 3.3; 10.4)
- collaborate with speech/language specialist as a member of a transdisciplinary team. (MO-STEP 10.1; 10.4)

- Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

<b>Week 1</b>	General Introduction Chapters 1-2 <i>Read Chapters 1, 2, and 3 before next class.</i>
<b>Week 2</b>	Chapter 3 LEROY Case study <i>Read Chapters 4 and 5 before next class.</i>
<b>Week 3</b>	Chapters 4-5 MARK Case study SETH Case study <i>Read Chapter 6 and 7 before next class.</i>
<b>Week 4</b>	Chapters 6-7 Language sample analysis; Standardized test reviews Guest speaker HANNAH Case study <i>Read Chapter 8 and 9 before next class.</i> <b>ANNOTATED BIBLIOGRAPHY DUE</b>
<b>Week 5</b>	Chapters 8-9 <i>Read Chapter 10 and 11 before next class.</i> <b>LANGUAGE SAMPLE ANALYSIS DUE</b>
<b>Week 6</b>	Chapters 10-11 <b>ASHLEY SILVA WEEKLY PLANNING MATRIX (turn in at the end of class)</b> Examination of literacy materials <i>Read Chapters 12 and 13 before next class.</i> <b>STANDARDIZED TEST REVIEW DUE</b>
<b>Week 7</b>	Chapters 12-13 Examination of AAC devices KAYLA Case study <b>CLASSROOM/THERAPY FLOW LOG ANALYSIS DUE</b> <i>Read Chapter 14 before next class</i>
<b>Week 8</b>	Presentation of Group Projects <b>RICHARD or YURI CASE STUDY DUE</b>
<b>Quiz schedule:</b>	Quizzes open at 6:00 am on the first day listed and close at 11:00 pm on the last day listed  Quiz 1 Quiz 2 Quiz 3 Quiz 4 Quiz 5 Quiz 6

➤ Resources:

McCormick, L., Loeb, D. F., & Schiefelbusch, R. L. ( 1997). Supporting children with communication difficulties in inclusive settings. Boston: Allyn & Bacon.

➤ Evaluation: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Weekly planning matrix for Ashley Silva	25 points
Standardized test review	50 points
Classroom/therapy flow log analysis	100 points
Annotated bibliography (5 articles)	100 points
Small group project	100 points
Online Quizzes (6)	125 points
Case studies (5)	200 points
Language sample analysis	200 points
Class Participation (12.5 points per class)	<u>100 points</u>
	1000 points total

➤ Supplements

Assignment rubrics

Group project options

Speech and language resource portfolio

Sign language presentation

Children's literature and disability presentation

Boardmaker case study presentation

Inspiration case study presentation

➤ Other

Class participation is mandatory. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

Assignments which are not handed in by the deadlines listed will be penalized by 5 points for each class period they are late unless previous arrangements are made with the instructor.

This syllabus is subject to change at the discretion of the instructor.