



EDUC 4730.01 MCMULLEN mcmullen@webster.edu

LANGUAGE DEVELOPMENT FOR 314-968-7093
EXCEPTIONAL STUDENTS

3 CREDITS SITE 50 SUMMER 2004

- 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.

- Week 1** General Introduction
Language and Language Disorders
The Elements of Language
LEROY Case study **DUE next week**
Jigsaw assignment
Read Chapters 1-4 before next class.
- Week 2** Language Acquisition: Bases and Models
The Development of Language
Jigsaw activity
Read Chapter 10 before next class.
- Week 3** Assessing Language and Communication
Language sample analysis
Assignment of standardized tests
MARK Case study or
SETH Case study **DUE next week.**
ONLINE QUIZ 1 OPENS 4/1; CLOSSES 4/6
- Week 4** Standardized test reviews
Guest speaker
Read Chapter 5 before next class
ANNOTATED BIBLIOGRAPHY DUE
- Week 5** Learning Disabilities
Specific Language Impairments
HENRY Case study **DUE next week**
Read Chapters 6-9 before next class.
STANDARDIZED TEST REVIEW DUE
- Week 6** Mental Retardation
Autism
Sensory Impairments
Emotional and Behavioral Disorders
HANNAH Case study or
KAYLA Case study **DUE next week**
Read Chapters 11-13 before next class
Read article on background knowledge
CLASSROOM/THERAPY FLOW LOG ANALYSIS DUE
ONLINE QUIZ 2 OPENS 4/22; CLOSSES 4/27
- Week 7** Enhancing Language and Communication
Augmentative and Alternative Communication
Language and Culture
Literacy Development
RICHARD Case study or
YURI Case study **DUE next week**
LANGUAGE SAMPLE ANALYSIS DUE.
ONLINE QUIZ 3 OPENS 4/29; CLOSSES 5/4
- Week 8** Presentation of Group Projects

Quiz schedule: Quizzes open at 6:00 am on the first day listed and close at 11:00 pm on the last day listed OUR TIME (Times listed on WEBCT are Eastern Standard Time)

Quiz 1
Quiz 2
Quiz 3

➤ Resources:

Kuder, S. J. (2003). Teaching students with language and communication disabilities (2nd ed.), Boston: Pearson.

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

Standardized test review	75 points
Classroom/therapy flow log analysis	100 points
Annotated bibliography (5 articles)	100 points
Small group project	100 points
Online Quizzes (3)	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. A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. The grade recorded for the assignment will be an average of the two grades. 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. No assignments will be accepted (initial or resubmission) after the last day of 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.

No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook academic dishonesty includes: Fabrication--Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file and Plagiarism--Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse. All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy will be turned sent to the turnitin database to determine if any part of the assignment has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

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