Spring 2019

Sacramento State
Department of Communication Sciences and Disorders

COURSE SYLLABUS

Class Information	Personal Information
Course #: CSAD 222 **Curriculum in Relation to Language-Learning Disabilities in School-Aged Children**	**Instructor: Dr. Robert Pieretti** **Office Hours: T/W 2:00-4:00**
Class Times: T/Th Literacy Lab	**Office: Folsom Hall 2406**
Room: Folsom 1051	**Email: rpieretti@csus.edu**

**Please Schedule office hours at the front desk in the Department of Communication Sciences and Disorders, Folsom 2316 (second floor of Folsom Hall), or by calling (916) 278-4867.

1. <u>**Place of Course in Program:**</u> *Language acquisition as a continuum from oral language to reading and writing, the role of the speech-language specialist in working with reading disabilities; the interactions among speech-language intervention and curricula areas including mathematics, spelling, handwriting, social studies and language arts; and various service delivery models, including collaborative consultation and learning centers.*

   The focus of this 3-unit graduate course is on in-depth study of language processing, production, and application problems of the school-aged population. Current principles, methods, and materials used by Language, Speech, and Hearing Specialists (LSHS) to assess and remediate language and literacy deficits in school-aged populations will be presented. Discussions will include how the LSHS can work more closely with the core academic curriculum (including Mathematics, Spelling, Handwriting, Social Studies, and Language Arts), support literacy and language-based learning, and help students gain access to the school curriculum and meet Common Core Standards through a variety of service delivery models.

   Prerequisites: Instructor Permission: Instructor requests you must have successfully completed CSAD 223 prior to enrollment in this course.

2. <u>**Student Learning Outcomes:**</u> Upon completion of this course, students will be able to:
   a. Interprofessionally identify students with varying degrees of language-based literacy problems, including students who meet criteria for inclusion in a special classroom for communicatively disabled students, in the presence or absence of concomitant areas of deficit, including processing disorders, cognitive deficits, and executive dysfunction.
   b. Explain the oral to written language continuum
   c. Demonstrate the role the Language, Speech, and Hearing Specialist plays in the identification and remediation of developmental reading disabilities, including dyslexia, specific comprehension deficits, and mixed decoding-comprehension deficits and their underlying core language deficits, including phonological processing and naming speed.
   d. Explain a four-processor model of reading acquisition and the Simple View of Reading
   e. Discuss the impact of mild to severe language disabilities of students fully included in the general education classroom and create and apply appropriate curriculum-relevant strategies to support these students in collaboration with the classroom teacher and other general and special educators.
   f. Discuss cultural differences among students with language-learning problems.
   g. Access the Common Core Standards and apply them to goals for students with language-based reading problems.
   h. Identify and demonstrate problem-solving strategies for student academic success.
   i. Discuss and demonstrate how to evaluate and manage classroom behavior.

j. Discuss methods to teach students about organizational skills and to use study skills.

LEARNING OUTCOMES COMPETENCIES:
Mastery of each student learning outcome listed below is indicated by a grade of B (83-86%) or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

Course Learning Outcome	Components Indicating Competence	Grades Received
a	Exam #1; Assessing for literacy project/Mock IEP	
b	Assessing for literacy project/Mock IEP	
c	Exam #1; Assessing for Literacy Project/Mock IEP; Projects	
d	Exam #1; Assessing for literacy project/Mock IEP	
e	Exam #1; Projects	
f	Exam #1	
g	Exam 1; Projects	
h	Exam #1; Projects	
i	Exam #1, Teaching Unit	
j	Exam #1: Projects	

3. Texts:

Required:
Goldsworthy, C.L. (2011). *Linking the strands of language and literacy*. San Diego: Plural

Ukrainetz, T. (2015). *School-Age Language Intervention*. Austin: pro.ed.

4. Policies/Course Components:

Attendance: Professional attendance is required. Report absences to Dr. Pieretti in person or email prior to class meeting. *Students are expected to attend class on a regular basis*. If you are unable to attend a class I need to be informed by you by email before class begins. While I will not take roll during each class session, I will pass out a roll sheet on a regular basis. If you arrive late, please enter quietly and take your seat without disturbing the class. Let me know after class that you arrived so that I can mark your attendance as late, rather than absent. Please note that students who do not sign the roll sheet on the days it is circulated and have not emailed or called me prior to class will be counted as absent. Two (2) unexcused absences will result in your grade dropping one letter grade. Your future job depends on you being present and accounted for. Your clients and their families and your colleagues will all expect you to be present.........practice doing that now. You are responsible for all materials covered in your absence. This means that you must get any materials handed out during your missed session from a classmate, not the instructor.

Class Meetings and Participation: Lecture + discussion + observation format will be followed. Because this is a graduate seminar, discussion of relevant topics is required. Active listening and problem solving is expected. I will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board…………..be prepared! All topics being discussed are "our" issues, so you must remain actively engaged. When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as "I agree" or "great idea" are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) are considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to think critically and actively problem solve at all times. *For this reason, exams will definitely cover material that has been discussed in class. This includes videos, review of materials, etc. Be aware that you must be "present to win" this knowledge.*

Readings: You are responsible for all reading materials assigned according to course syllabus. Because this is a graduate seminar you are expected to have completed the assigned readings prior to class time on the dates assigned so that you may participate in discussion and ask questions in a timely manner.

Exams: One exam will be given during the semester. You are responsible for materials covered in required readings, lectures, discussions, and handouts. The typical format for the exam will include short answer, fill-in-the-blank, T/F, matching, and short essay. **NO MAKE-UP EXAMINATIONS ARE GIVEN UNLESS THERE IS A DOCUMENTED *EMERGENCY or CONFLICT* AND YOU HAVE WRITTEN PROOF. ANY APPROVED MAKE-UP EXAMS WILL BE SCHEDULED AT THE END OF THE SEMESTER DURING DEAD WEEK.**

Assessing for Literacy Project/Mock IEP: You will group with 4 other students and respond to one of the client reports included in Assessing for Literacy folder you will be downloading. One of you will be the parent trying to get services for your child, one will be the SLP (or LSHS) with data supporting the presence or absence of a language based problem, one will be the school resource specialist (RSP) discussing academic testing scores in the language arts, and one will be a school psychologist explaining his or her findings. You must be present on the day your group is called to present to receive full points on this project.

Teaching Unit Project: You and a peer will develop a unit to co-teach the class on a particular subject to a particular grade/age group. This assignment will be made early in the semester. You will be taught about Mastery Teaching to prepare for this project. Start thinking now about something of interest to teach and choose a grade level you would like to teach. You must be present on the day your group is called to present to receive full points on this project.

ONO & Storyboard Project: You will develop an ORAL NARRATIVE OUTLINE (ONO) and Storyboard to present to the class. This is a motivating approach to expanding oral and written language in children. It requires you to develop a unit around a language-arts selection commonly used in U.S. curriculum adoptions. You must be present on the day you are called to present to receive full points on this project.

Literacy Project: You will develop a literacy project involving oral-written language materials after studying the RAVE-O program. This is an approach to teaching literacy to students and many of its components are considered to be effective methodology for speech-language pathologists supporting literacy. You may use the same language-arts selection that you selected for the ONO and Storyboard project. You must be present on the day you are called to present to receive full points on this project.

5. Grading Policy: A total of 500 points are available. Your final grade will be calculated as a % of points out of 500 points. **Any assignment/presentation submitted late will automatically drop by one grade/day late unless otherwise approved by the instructor. Points possible are assigned as follows:

Exam 1	100 Points
Assessing for Literacy Mock IEP	100 points
Teaching Unit	100 Points
ONO and Storyboard Project	100 Points
Literacy Project	100 Points

Final Grade:
Final grades assigned according to the following scores:

100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

6. Tentative Topic Dates, Assigned Readings, Projects, Exams, etc.
NOTE: U=Ukrainetz text; G = Goldsworthy text
Other readings may be assigned during the semester

DATE	TOPIC	Daily Presentation (PPT) and Handouts (HO) Assigned Reading (in bold)
1/22/19	Hello and Welcome. Review, of course….. Where have we been and where are we going? What's it like to have a learning disability?	Intro PPT Fat City Videos
1/24/19	Where have we been and where are we going? What's it like to have a learning disability? How does this class relate to our work in public schools (itinerant and Special Day Class-CD) and private practice?	Intro PPT Fat City Videos **G CH. 1, pages 39-50**
1/29/19	Who are the "fall through the crack kids?" "Learning to Read" vs. "Reading to Learn;" Why we wish we had a crystal ball…….The Common Core.	Intro PPT
1/31/19	Language-Based Reading Disabilities: Locke's Model, Information Processsing, ID. Tying SLI and LLD to Literacy; Frith, Chall, Bear et al; Adam's Model; ASHA milestones	Language-Based Reading Disabilities (LBRD) PPT **G CH. 4** **U CH. 5**

2/5/19	Where do SLPs fit in? From Speech Perception to the Umbrella and "p word"	LBRD PPT
2/7/19	Language-Based Reading Disabilities	LBRD PPT
2/12/19	Language-Based Reading Disabilities Review for Exam #1	LBRD PPT
2/14/19	More on Language-Based Reading Disabilities	LBRD PPT
2/19/19	Begin Assessment to determine language-based reading disabilities Review for Exam #1	Assessing for Literacy PPT
2/21/19	**EXAM #1**	
2/26/19	**Assign Mock IEP Teams** Assessment to determine language-based reading disabilities	Assessing for Literacy PPT
2/28/19	Assessment to determine language-based reading disabilities	Assessing for Literacy PPT
3/5/19	**ASSESSING FOR LITERACY PROJECT/MOCK IEPs**	
3/7/19	Prevention of Developmental Reading Disabilities Treatment of Developmental Reading Disabilities: the Phonological and Orthographic Processors: -Print awareness -Phonological awareness -Sound/symbol correspondence -Sight word recognition -Phonetic decoding/word attack	Treatment, Teaching, Consultation, and Collaboration (T,T,C, &C) PPT **G Ch. 5, pp. 131-166** **U Ch. 12** PhonoAwareness HO
3/12/19	**PA PRACTICE IN CLASS** Treatment of Developmental Reading Disabilities (Reading, Writing, and Spelling): The Phonological and Orthographic Processors -Sound/symbol correspondence -Sight word recognition -Phonetic decoding/word attack	T, T, C, & C PPT **U Ch. 13** **U Ch. 14**
3/14/19	Katie Lambert	Posted PPT **G Ch. 6** **U Ch. 9**

3/19/19	**SPRING BREAK**	Travel Guides
3/21/19	**SPRING BREAK**	Travel Guides
3/26/19	Treatment of Developmental Reading Disabilities (Reading and Writing): The Meaning and Context Processors -Morphology/Syntax -Semantics -Narrative -Expository -Pragmatics	Article "The Power of Narrative in the Age of Expository Text." Scaffolding narrative and expository PPT T, T, C, & C PPT **G Ch. 5, pp. 101-130**
3/28/19	Reading to Children; PA Treatment; Moving from PA to Print; Morphological Awareness; ONO; RAVE-O	T, T, C, & C PPT **U CH. 15**
4/2/19	SLPs Support Literacy: Differentiated Instruction; Adapting Curriculum; Vocab Curriculum	SLPs Supporting Language and Literacy HO Differentiated Instruction HO
4/4/19	**ONO PRESENTATIONS**	
4/19/19	Questions to ask kids when reading……….. Thinking skills, Bloom's taxonomy; UDL	**G Ch. 5, pp. 166-171** Questions to Ask Kids When Reading HO Thinking Skills HO UDL HO
4/11/19	Written Language, Bloom's questions/literature	Written Language HO Bloom's Questions for Language and Literacy HO
4/16/19	Written Language, Bloom's questions/literature	Written Language HO Bloom's Questions for Language and Literacy

		HO
4/18/19	Expository Language Modifications/Pre-Referral Strategies	Expository HO
4/23/19	Math Instruction with language scaffolding	Provided HOs
4/25/19	**Video Documentary**	
4/30/19	**Video Documentary**	
5/2/19	**TEACHING UNIT PRESENTATIONS**	
5/7/19	**TEACHING UNIT PRESENTATIONS**	
5/9/19	**LITERACY PROJECT PRESENTATION STATIONS**	
Final TBA		

Equal Access:
California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start**. Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.   SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

CSAD 222: Curriculum in Relationship to Language-Learning Disabilities in School-Aged Children
This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology

CSAD 222 Curriculum in Relation to Language -- Learning Disabilities in School-age Children.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.