COURSE Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 302

Title of Course: Language Development of Children with Exceptionalities

Date: Fall 2015

Instructor:
Office Phone:
Office Location:
Email:

Class Meeting Times:
Delivery Method:

Please check: Revised

I.   **Catalog Description (3 Credit Hours of Course):** emphasizing typical and atypical language acquisition and instructional strategies/technologies for students with Exceptional Learning Needs (3)

II.   **Pre-requisite:**

Admission into the Teacher Education Program
EX 311 Introduction to Children with Exceptionalities OR EX 390 Psychology and Education of the Exceptional Child

III.   **Purposes or Objectives of the Course (optional):**

The teacher candidate will demonstrate the knowledge base and skills applicable for grades PreK-12 to:

1. Summarize the theories and impact on normal language acquisition of verbal and nonverbal language from birth to adolescent at receptive and expressive levels.
2. Identify and analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics) and their impact on academic performance.
3. Identify and analyze physical abnormalities of the speech mechanism.

4. Identify the unique characteristics of the language acquisition process among children with Exceptional Learning Needs (ELN) and the cultural/educational implications.
5. Identify and synthesize the cultural implications of disability and its impact on language development in the context of the family and community.
6. Apply and interpret formal and informal assessment of speech /language skills of infants, toddlers, preschoolers, and school age.
7. Identify evidence-based strategies to encourage language communication in various classroom settings (placement) with diverse student population and in collaboration with parents and other professionals.
8. Identify and utilize augmentative and assistance technology to facilitate communication.
9. Identify and assess the impact of language skills on student's academic performance and on instructional planning.
10. Reflect professionally on practices observed in the field setting and evaluate in terms of research-based practice and collaboration.

IV. Student Learning Outcomes (Minimum of 3):

1	The teacher candidate will identify and analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics) and their impact on academic performance.	Language Observation and Reflection
2	The teacher candidate will identify the Identify the unique characteristics of the language acquisition process among children with Exceptional Learning Needs (ELN) and the cultural/educational implications.	Case Study
3	The teacher candidate will identify and assess the impact of language skills on student's academic performance and on instructional planning.	Language Observation and Reflection

V. Expectation of the Students

Students will be expected to complete the following course requirements:

A.   complete all assigned readings and assignments

B.   participate in class discussions and activities

C.   demonstrate achievement by their performance on examinations at the

conclusion of each major segment of the course and on quizzes over assigned reading material that may not be covered in class lecture and discussion

      D.   complete a Language Observation with Reflection

      E.   complete a case study

VI.   Course Content or Schedule

Week	Topic	Readings	Assignments
1-2	Components of communication and of language Significance of "language"	Textbook	Quiz
3	Theories of language development • Behavioral theory • Psycholinguistic theory: syntactic model • Psycholinguistic theory: semantic/cognitive theory • Sociolinguistic theory	Text Book	Quiz
4	The speech mechanism	Textbook	Quiz
5-6	Language development as a part of overall child development; Interrelationships of: physical, cognitive, socio-emotional, and communication development and the impact of exceptionalities on language development	Textbook	Language Observation, Case Study
7	First language, early language learning • Pre-school language development • Stages of langue development (Brown) • Assessment of stages of language development	Textbook	Quiz
8	School-age and adult language development Acquisition of reading and writing skills	Textbook	Quiz
9-10	Language Differences • Alternative and Augmentative • Bilingualism • Ethnic/cultural variations in language	Textbook	Webcast Iris Modules

	• Ethnic/cultural influences on language • Stages of acquisition of a second language of English Language Learners • Assessment of second language acquisition of English Language Learners		
10-15	Language problems in the classroom • Indicators of problems • Informal assessment of problems in receptive language • Informal assessment of problems in expressive language • Formal assessment of problems in receptive language • Formal assessment of problems in expressive language • Strategies to address the expressive and receptive language • Augmentative and alternative communication	Textbook	Language Observation and Reflection

VII. Textbook and/or Required Readings:

Kuder, S. J. (2013) Teaching students with language and communication disorders, (4th Edition). Boston: Pearson, Allyn & Bacon.

VIII. Basis for Student Evaluation:

Assignment	Points	Due Date
Forum/Class Discussion	20%	Periodically
Class Activities/Assignments	25%	Periodically
Units Exams	25%	Periodically
Language Observation	20%	By the end of the semester
Case Study	10%	By the end of the semester

IX. Grading Scale

100-90%   =   A
89-80%   =   B
79-70%   =   C
69-60%   =   D
59% and below=   F

Teacher candidates must receive a C or higher in this course.

X.   Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

XI.   Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XII.   Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

XIII. Statement of whom to contact with concerns:

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.

XIV. Potential Readings and Resources

Brown, K. & Doolittle, J. (2008). A cultural, linguistic, and ecological framework for response intervention with english language learners. *Teaching Exceptional Children*, Vol. 40, No. 5, May/June.

Catts HW, Bridges MS, Little TD, Tomblin JB. 2008. Reading achievement growth in children with language impairments. Journal of Speech, Language, and Hearing Research, 51(6):1569-1579.

Cirrin FM, Gillam RB. 2008. Language intervention practices for school-age children with spoken language disorders: A systematic review. Language, Speech, and Hearing Services in Schools, 39(1): S110-S137.

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf.

Godley, A., Sweetland, J., Wheeler, R, Minnici, A., & Carpenter, B. (2006). Preparing teachers for dialectally diverse classrooms. Educational Researcher

Intervention Central - Academic Interventions: http://www.interventioncentral.org/

IRIS Center Resources: http://iris.peabody.vanderbilt.edu

Kolb, S. & Griffith, A. (2009). I'll repeat myself, again! Empowering students through assertive communication strategies. *Teaching Exceptional Children,* Vol. 41, No. 3, January/February.

Kuder, S. Jay. (2013). Teaching Students with Language and Communication Disabilities, (4th Edition). Boston: Pearson, Allyn & Bacon.

Leonard L, Ellis Weismer S, Miller C, Francis D, Tomblin J, Kail R. 2007. Speed of processing, working memory, and language impairment in children. Journal of Speech, Language, and Hearing Research, 50(2):408-428

Montgomery J, Windsor J. 2007. Examining the language performance of children with and without specific language impairment: Contributions of phonological short-term memory and speed of processing. Journal of Speech, Language, and Hearing Research, 50(3):778-797.

Nippold M. 2007. Later language development: School-age children, adolescents, and young adults. 3rd ed. Austin (TX): Pro-Ed.Pierce, L. V. Assessment of ELL, Webcast. Retrieved from: http://www.readingrockets.org/webcasts/1003

Reed, V. (2011) An introduction to children with language disorders (4th Edition). Boston: Pearson, Allyn & Bacon.

Paul R. 2007. Language disorders from infancy through adolescence: Assessment and intervention. 3rd ed. St. Louis MO: Mosby-Year Book.

Robertson, K. (2014). Essential actions: 15 research-based practices to increase ELL student achievement. Retrieved from: http://www.colorincolorado.org/article/610