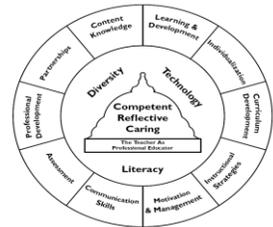


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department: Elementary, Early Childhood, Special Education
Course No. EX 602

Course: Language Acquisition of the Exceptional Child
Revisions: Spring 2012



Preparing the Competent Professional Educator
 THE COLLEGE OF EDUCATION
Southeast
 Missouri State University
 Cape Girardeau, Missouri
 65610-2000

“The Teacher as Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

The process of language acquisition: language development theory, language development as part of general child development; identification and management of language problems by early childhood teachers and teacher of exceptional children. (3)

II. Prerequisite(s):

None.

III. Purposes or Objectives of the Course:

Upon conclusions of the course the student will have demonstrated a knowledge base and the skills necessary to:

1. Demonstrates knowledge of current research regarding theories and impact on normal language acquisition of verbal and nonverbal language from birth to adolescent at receptive and expressive levels.
2. Demonstrates knowledge and can analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics).
3. Demonstrate knowledge of physical abnormalities of the speech mechanism and impact on neurological and speech/language acquisition.
4. Demonstrate knowledge of current research regarding the unique characteristics of the language acquisition process among children with various exceptionalities and the cultural/educational implications.
5. Demonstrate knowledge of current research regarding the cultural implications of disability and its impact on language development in the context of the family and community
6. Demonstrate knowledge of formal and informal assessment of speech /language skills of infants, toddlers, preschoolers, and school-age

7. Identify research based strategies to encourage language communication in various classroom settings (placement) with diverse student population and in collaboration with parents and other professionals
8. Demonstrate knowledge and use of augmentative and assistance technology to facilitate communication
9. Identify current research regarding the impact of language skills on student's academic performance and on instructional planning.

III. Student Learning Outcomes (Minimum of 3)

At the end of this course teacher candidates will demonstrate a knowledge base and the skills necessary to:

- A. Identify and can analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics)
- B. Summarize and synthesize knowledge of current research regarding the unique characteristics of the language acquisition process among children with various exceptionalities and the cultural/educational implications
- C. Identify and assess the impact of language skills on student's academic performance and on instructional planning

Alignment Matrix

Course Objective	COE (Conceptual Framework) Standard Met	CEC SPA Standard Met	Assessment Ensuring that the Objective has been met	Number of Hours Allocated <i>(15 per credit hour)</i>
Demonstrates knowledge of current research regarding theories and impact on normal language acquisition of verbal and nonverbal language from birth to adolescent at receptive and expressive levels	1.2	2 6	Written Examination Forum Discussion	4
Demonstrates knowledge and can analyze the components and functions of language (phonology, morphology, syntax, semantics, and	1.2 2.3	2 6	Written Examination, Case Study	4

pragmatics)				
Demonstrate knowledge of physical abnormalities of the speech mechanism and impact on neurological and speech/language acquisition.	1.2	2 6	Written Examination Forum Discussion	3
Demonstrate knowledge of current research regarding the unique characteristics of the language acquisition process among children with various exceptionalities and the cultural/educational implications.	4.3	6 6 8	Written Examination Case Study	10
Demonstrate knowledge of current research regarding the cultural implications of disability and its impact on language development in the context of the family and community	4.3	6 7	Case Study Forum Discussion	3
Demonstrate knowledge of formal and informal assessment of speech /language skills of infants, toddlers, preschoolers, and school-age	2.2 2.3	6 8	Written Examination Forum Discussion	6
Identify research based strategies to encourage language communication in various classroom settings (placement) with diverse student population and in collaboration with parents and other professionals	1.1	6 7	Forum Discussion	5

Course Objective	COE (Conceptual Framework) Standard Met	CEC SPA Standard Met	Assessment Ensuring that the Objective has been met	Number of Hours Allocated <i>(15 per credit hour)</i>
Demonstrate knowledge and use of augmentative and assistance technology to facilitate communication	5.4		Assistive Technology Assignment Forum Discussion	5
Identify current research regarding the impact of language skills on student's academic performance and on instructional planning	5.1	6 7	Case Study	5

IV. Expectations of Students:

- A. Students are expected to come to class prepared and to actively participate in classroom activities.
- B. On successful completion of the course, the participant should be able to:
 - a. Summarize the major theories of language development.
 - b. Describe interrelationship of development areas; physical, cognitive, socio-emotional, communicative, including language development.
 - c. Describe the typical sequence of language development in children.
 - d. Describe atypical language patterns in pre-school and elementary school children.
 - e. Describe informal means of assessing speaking and listening skills of preschool and elementary children.
 - f. Categorize a language problem as primarily phonological, morphological, syntactical, semantic or pragmatic.
 - g. Identify classroom strategies which facilitate improve language functioning in any of the major language areas.
 - h. Describe ethnic or cultural variations in language as differences, rather than abnormalities.
 - i. Describe appropriate strategies for use with variant language speakers.
- C. Student will complete a project in which they observe, record and analyze a child's language.

V. Course Content or Outline:	Hours
A. Components of communication and of language Significance of “language”	4
B. Theories of language development	4
a. Behavioral theory	
b. Psycholinguistic theory: syntactic model	
c. Psycholinguistic theory: semantic/cognitive theory	
d. Sociolinguistic theory	
C. The speech mechanism	3
D. 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	10
E. First language, early language learning	6
a. Pre-school language development	
b. Stages of language development (Brown)	
c. Assessment of stages of language development	
F. School-age and adult language development	5
Acquisition of reading and writing skills	
G. Language Differences	3
a. Signing	
b. Dialects, bilingualism	
c. Ethnic/cultural variations in language	
d. Ethnic/cultural influences on language	
H. Language problems in the classroom	10
a. Indicators of problems	
b. Informal assessment of problems in receptive language	
c. Informal assessment of problems in expressive language	
d. Formal assessment of problems in receptive language	
e. Formal assessment of problems in expressive language	
f. Strategies to address the expressive and receptive language	
g. Augmentative and alternative communication	
Total Hours	45

VI. Textbook(s) and/or Other Required Materials or Equipment:

Kuder, S. Jay (2008). Teaching Students with Language and Communication Disabilities, Third Edition, Boston: Pearson, Allyn & Bacon.

VIII. Grading Scale

100-90%	=	A
89-80%	=	B

79-70%	=	C
69- and below	=	F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. 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 Graduate Bulletin. 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 and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible 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. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www6.semo.edu/lapdss/index.htm>

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. 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 well as to respect private and public property.

XII. Professional Dispositions for Teacher Education

The *Dispositions*, as assessed within Teacher Education are guided by the central core of the *Conceptual Framework*. The beliefs and attitudes related to the areas of *competence, reflection and caring*, were the guiding force in establishing the 11 current *dispositions* assessed beginning in Block II within the initial teacher preparation program and

continue through experiences at the graduate level. These *dispositions* continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. The following *dispositions* are listed under the applicable Conceptual Framework Term.

Competent: -Self-initiative/Independence

-Reliability/Dependability

-Attendance/Punctuality

Reflective: -Response to feedback

-Desire to improve teaching performance

Caring: -Tact judgment (with peers and/or instructors)

-Interaction with students, peers, teachers and others

-Collegiality

-Attitudes towards learners/Fairness

-Attitudes towards cultural, ethnic and socioeconomic diversity

-Commitment to the profession