Stephen F. Austin State University
College of Education
Department of Human Services
Communication Sciences & Disorders Program
Literacy and the Speech Language Pathologist
EPS 475

Instructor: Deena Petersen, M.S., CCC/SLP
Office: Human Services 205C
Office Phone: 468-3997
Credits: 3 hours

Course Time & Location: M-W 1:00-2:15; HS 317
Office Hours: M:
T/TH: ; F:
Email: petersend@sfasu.edu

Prerequisites: SPH 250 Normal Speech and Language Development; SPH 320 Language Disorders in Children AND acceptance to the undergraduate Communication Sciences and Disorders Program

I. Course Description:
Development, assessment, and intervention of literacy skills: reading, writing, and spelling. Intervention for students with multiple or severe developmental impairments with focus on children who use augmentative and alternative communication.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the objectives of the Department of Human Services:
Objectives of the DHS include:
1. The preparation of special education teachers for elementary and secondary schools,
2. The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

This course also supports the mission of the Speech-Language Pathology Program.
The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:
1. Students will demonstrate knowledge of normal and abnormal speech acquisition in preparation for graduate school
2. Students will demonstrate knowledge of normal and abnormal language acquisition in preparation for graduate school.
3. Students will demonstrate emerging competency in professional writing skills appropriate for graduate school clinical writing and/or entering the field as an SLP-A (speech-language pathology assistant).
4. Students will demonstrate the ability to analyze and interpret an audiogram, including identification of the possible etiology responsible for the hearing loss.

5. Students will be exposed to an adequate representation of the field of speech language pathology.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association: Courses within the speech-language pathology program have been designed to ensure that students demonstrate required knowledge and ability as outlined in the Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology.

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentation, class discussion, and interactive group activities an understanding of the following:

1. The student will demonstrate knowledge of the development of literacy skills: reading, writing, and spelling.
2. The student will demonstrate knowledge of the assessment of literacy skills.
3. The student will demonstrate knowledge of literacy intervention techniques.
4. The student will demonstrate knowledge of literacy intervention techniques for students with multiple or severe developmental impairments with an emphasis on students who use augmentative and alternative communication.
5. The student will demonstrate knowledge of culturally appropriate literacy intervention.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:

Reading Assignments: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

Examinations: There will be three scheduled examinations. Each exam may consist of multiple choice, True/False, and short answer items. Examination dates are listed on the course schedule below.

Class Projects: There will be three projects.

Project 1: Shared Storybook Reading: Pick 2 children’s books and plan a “shared storybook reading”. Include the following:
1. What is your text?
   a. Title
   b. Author
2. Semantic target:
a. Pick 3 vocabulary words to target

3. Phonology target
   a. Pick a target sound
   b. List 3 words with target sound at the beginning of the word

4. Syntax target
   a. List one syntactic form to target
   b. List 3 questions you would ask to elicit target structure during shared storybook reading

5. Morphology target
   a. List one morphology target form
   b. Identify 3 occasions in the book where form could be used
   c. For each occasion list 1 question or request to elicit target form

6. Pragmatic target
   a. List one pragmatic target
   b. Describe how you would address the target during shared storybook reading

7. Target one of the following for each book (must choose different target for each book):
   a. Print awareness
   b. Word awareness
   c. Syllable awareness
   d. Rhyme awareness
   e. Describe the strategy you would use to target the skill

Presentation: Use shared storybook reading format to present one of your books to a small group; state the purpose of the storybook reading and present that target during the reading. Also pick either print awareness, word awareness, syllable awareness, or rhyme awareness to target during the reading (use the strategy described above). You will present the story as if you are reading to a group of preschoolers. Vary pitch, vocal characteristics, volume, and pace when necessary.

Project 2: Phonological Awareness Activities- Prepare therapy activities for each phonological awareness skill listed below (total of 21 activities). Describe each activity and include any materials needed for the activity. Activities should be organized in a “Phonological Awareness” notebook with dividers between each skill. Put any manipulatives for your activities in a small container.

1. Rhyming (3 activities)
2. Alliteration (3 activities)
3. Segment initial and final sounds (3 activities)
   Example: judge initial/final sounds, odd-one-out initial/final sounds, match initial/final sounds, initial/final sound sorts
4. Blending
   a. Syllables into words (2 activities)
   b. Phonemes (2 activities)
5. Segmenting
   a. Onset-rime (2 activities)
   b. Phonemes (2 activities)
6. Manipulation
   a. Deletion (2 activities)
   b. Substitution (2 activities)

Project 3: Literacy Intervention Journal Articles- Find 2 journal articles addressing literacy intervention for a specific population (multiple disabilities, intellectual disability (including Down’s Syndrome), cerebral palsy, etc.). Both articles must relate to the same population. Include the following:
1. Reference information for each article (APA format)
2. Goal of the intervention
3. Describe intervention technique
4. A copy of each highlighted article should be attached to the summary
Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed with observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.

IV. Evaluation and Assessment:
GRADING: The student will have three exams over the material presented during the semester. The student will also complete three projects and one class presentation. This gives you a total of seven grades that are averaged for your final grade. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester.

| Three scheduled exams @ 100 points each | 300 |
| Project 1 | 100 |
| Project 1 Presentation | 50 |
| Project 2 | 100 |
| Project 3 | 100 |

Total 650 points

A 89.5-100%
B 79.5-89.4%
C 69.5-79.4%
D 59.5-69.4%
F 59.4% and below

Grade Calculation: (Points earned to date) X 100 = (Grade)
(Points possible to date)

Extra Credit: *All extra credit points will be added in to your exam and project point total and then divided by 650. (Exam grades + Project grades + Extra Credit points/650= your grade)
10 points – NSSLHA Winter Conference (must attend either morning or afternoon; applies to one course)
5 points - completion of course evaluation by University deadline

LATE POLICY: No late work will be accepted without permission by the instructor. For each day that assigned work is late, 10% of the grade will be deducted.

V. Tentative Course Outline/Calendar:

**Topic**
Introduction to course; syllabus
Literacy Development
Reading, Writing, & Spelling Disorders
Roles & Responsibilities of SLPs with Respect to Reading and Writing (ASHA Guidelines)
Emergent Literacy Prevention Programs
Shared Story Book Reading
Exam Review
Exam #1
Literacy Assessment
Review Phonological Awareness Tests
Literacy Intervention
Phonological Awareness Instruction Intervention
Shared Reading Presentations (small group)
Exam Review

Exam #2
Narrow View of Reading (Kamhi, journal article)
Narrow View of Reading journal articles discussion
Reading Fluency
Literacy Intervention: Spelling & Reading Fluency
Reading Comprehension; Project 2 DUE
Narrative & Expository Discourse
EC Lab assessment (reading fluency/narratives)
Writing Intervention
Reading & Writing Interventions for Students
with Significant Disabilities
Literacy Intervention for Students who use AAC;
Exam Review

Exam #3; 1-3 pm

VI. Readings- Required Text
Moline, IL: Linguisystems.
Brookes Publishing Co.

Other References:
American Speech-Language-Hearing Association, Ad Hoc Committee on Reading and Written
Language Disorders. (2001). Guidelines for the roles and responsibilities of speech-
language pathologists with respect to reading and writing in children and adolescents.
American Speech-Language-Hearing Association, Ad Hoc Committee on Reading and Writing.
(2002). Knowledge and skills needed by speech-language pathologists with respect to
reading and writing in children and adolescents. Retrieved from
Educational Services.
Scholastic Red Course: Middle School Literacy: Improving Text Comprehension (2006).
Texas Education Agency (2009). Teaching Literacy to Students with Significant Disabilities.
Learning.

Journal Articles:
Language, Speech, and Hearing Services in Schools, 40(2), 196-200.
on reading instruction for individuals with significant cognitive disabilities. Exceptional
Children, 72,392-408.
Catts, H. (2009). The narrow view of reading promotes a broad view of comprehension. Language, Speech,
and Hearing Services in Schools, 40(2), 178-183.
disabilities. The Reading Teacher, 48, 676-684.
Hearing Services in Schools, 40(2), 174-177.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. 5 EXTRA CREDIT points will be added to your total points before your grade is averaged if you complete a course evaluation BEFORE the university deadline.

VIII. Student Ethics and Other Policy Information:

Attendance:
Attendance in class is required. Your course final grade will be lowered by 5 points for every three unexcused absence. Absences will be excused only by documentation and instructor approval. You will sign an attendance sheet during each class period. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling the make-up within one week of the missed class.

Students with Disabilities:
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936)468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely matter may delay your accommodations. For additional information go to http://www.sfasu.edu/disability services/.

Academic Integrity:
Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Definition of Academic Dishonesty:**
Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification of invention of any information, including citations, on an assigned exercise; and (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54):**
Ordinarily at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**IX. Other Relevant Course Information:**
Communication for this course will be done through Blackboard. Please check Blackboard often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing Blackboard, contact Student Support – 498-1919