Instructor: Deena Petersen, M.S., CCC/SLP
Office: Human Services 205A
Office Phone: 468-1029
Credits: 3 hours

Course Time & Location: T/TH: 2:00-3:15 HSTC 101
Office Hours: M/W: 9:15-9:45 T/TH: 10:45-11:45; 1:00-2:00
F: By appointment only
Email: petersend@sfasu.edu

Prerequisites: SPH 130, SPH 210, SPH 250, SPH 320, 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:
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB:
• Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) four and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

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 IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  Receptive and expressive language in speaking, listening, reading, writing

Standard IV-D: The applicant must demonstrate current 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.

Student Learning Outcomes: At the end of this course, students will demonstrate an understanding of the following:
1. The student will describe the development of literacy skills: reading, writing, and spelling.
2. The student will compare different types of reading disabilities and possible causes.
3. The student will administer and explain different types of the assessments for literacy skills.
4. The student will give examples of literacy intervention techniques by researching a technique and making a presentation to the class.
5. The student will describe different literacy intervention techniques to use with students with multiple or severe developmental impairments.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

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.

You will answer questions for the following readings:
- Articles 1 & 2: Narrow View of Reading Journal Article questions; Article 1 and assigned article (total= 50 points) **Due: September 12th**
- Article 3: Phonological Awareness and Beyond; Answer questions on handout in D2L (25 points) **Due: October 3rd**

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

**Class Projects:** There will be two projects. The due dates are listed on the course schedule, below.

**Project 1: Shared Storybook Reading Therapy Session: (100 points)** This is an individual project. Prepare one therapy session incorporating shared storybook reading. Pick a children’s book from a list provided or you may pick your own with the instructor's approval. Include the following:
1. One goal which must address semantics, syntax, or morphology.
2. Description of how you will address the goal during shared storybook reading. Must be detailed and incorporate techniques learned from the Shared Storybook text.
3. Language/literacy activity- plan an activity that goes with the book and that targets your goal. Must include reading and/or writing. Provide the following for each activity:
   1. Detailed description of the activity
   2. Materials used for the activity. Any manipulatives for the activity must be turned in.
   3. Any other language concepts activity will address.
4. Lesson Plan for book (template on D2L) filled out which will include the information above. **DUE: October 17th**

**Presentation:** In class, use shared storybook reading format to present your book to a small group. Vary pitch, vocal characteristics, volume, and pace when necessary. You will also present your language/literacy activity that goes with the book. Presentation will count for 5 points on Project 1. You will present a book and literacy activity with a partner to a small group in a preschool or kindergarten classroom.

**Project 2: Reading Comprehension Research: (50 points)** With a partner you will research a reading comprehension strategy (topic or strategy will be provided to your group) and make a handout about the strategy. The handout about the strategy must be emailed to me by the due date, so I can post it on D2L. Each group will present their strategy to a small group in class. Group participation is required. Your partner will rate you on your level of participation which will be a part of your grade. **Due: November 30th**

**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 reading summaries, two projects, and one class presentation. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Three scheduled exams @ 100 points each</td>
<td>300</td>
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<tr>
<td>Article 1 &amp; 2 Questions</td>
<td>50</td>
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<tr>
<td>Article 3 Questions</td>
<td>25</td>
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<tr>
<td>Project 1</td>
<td>100</td>
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<tr>
<td>Project 2</td>
<td>50</td>
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Grade Calculation: (Points earned to date) \[ \times 100 \] = (Grade)

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LATE POLICY: No late work will be accepted without written excused documentation of absence. Instructor will determine if documentation is adequate for excused absence. If approved, student must turn in assignment immediately upon return.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity / Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td>August 29</td>
<td>T</td>
<td>Introduction to Course; syllabus</td>
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<tr>
<td>August 31</td>
<td>TH</td>
<td>Literacy Development                                                                          Kamhi &amp; Catts, Ch. 1: p. 15-21 &amp; 2; The Source for PA: p. 12-21</td>
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<tr>
<td>September 5</td>
<td>T</td>
<td>Reading Disabilities and Causes                                                                 Kamhi &amp; Catts, Ch. 3 &amp; 4; The Source for PA: Ch. 3, p. 35-47</td>
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<tr>
<td>September 7</td>
<td>TH</td>
<td>Reading Disabilities and Causes; Narrow View of Reading Journal Articles                       Print Articles from D2L</td>
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<tr>
<td>September 12</td>
<td>T</td>
<td>Narrow View of Reading Discussion; Article 1 &amp; 2 Questions Due                                  Article #1 and assigned article</td>
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<tr>
<td>September 14</td>
<td>TH</td>
<td>Emergent Literacy                                                                             Shared Storybook Reading Ch. 5 &amp; 6; Kaderavek, Ch. 10, p. 298-312; Journal articles: Neumann, Saint-Laurent, &amp; Watson;</td>
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<tr>
<td>September 19</td>
<td>T</td>
<td>Emergent Literacy Class Activity</td>
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<tr>
<td>September 21</td>
<td>TH</td>
<td>Shared Storybook Reading;                                                                     Shared Storybook Reading Ch. 1, 2, &amp; 4</td>
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<tr>
<td>September 26</td>
<td>T</td>
<td>Shared Storybook Reading; Exam Review                                                           Shared Storybook Reading Ch. 7 &amp; 8</td>
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<tr>
<td>September 28</td>
<td>TH</td>
<td>Exam #1</td>
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<tr>
<td>October 3</td>
<td>T</td>
<td>Evidenced Based Reading Instruction                                                          Kaderavek, Ch.10, p. 312-316; The Soruce for PA: Ch.5, p. 66-115; Journal Article: Schuele &amp; Boudreau</td>
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<tr>
<td>October 5</td>
<td>TH</td>
<td>Phonological Awareness and Word Recognition &amp; Instruction/Intervention (cont.) PA Class Activity</td>
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<tr>
<td>October 10</td>
<td>T</td>
<td>Class Activity Presentations                                                                  Kamhi &amp; Catts, Ch. 5; The Source of PA: Ch. 4, p.48-65)</td>
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<tr>
<td>October 12</td>
<td>TH</td>
<td>Assessment of Phonemic Awareness &amp; Word Recognition Skills</td>
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<tr>
<td>October 17</td>
<td>T</td>
<td>Project 1 DUE; Small Group Presentations</td>
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<tr>
<td>October 19</td>
<td>TH</td>
<td>Administration of PA Tests; Shared Storybook Reading at Preschool</td>
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<tr>
<td>October 24</td>
<td>T</td>
<td>Administration of PA Tests; Shared Storybook Reading at Preschool</td>
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<tr>
<td>October 26</td>
<td>TH</td>
<td>Reading Fluency                                                                              Journal Article: Reutzel</td>
</tr>
<tr>
<td>October 31</td>
<td>T</td>
<td>Exam Review</td>
</tr>
<tr>
<td>November 2</td>
<td>TH</td>
<td>Exam #2</td>
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VI. Readings - Required Text

LiveText Statement:  
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

Other References:  
Scholastic Red Course: Middle School Literacy: Improving Text Comprehension (2006).  
Texas Education Agency (2009). Teaching literacy to students with significant disabilities. The University of North Carolina, Chapel Hill, NC.  

Journal Articles:  


**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.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

You will be responsible for signing an attendance sheet each class period. The attendance sheet will be taken up 15 minutes after class begins. If you arrive later than this you will be counted absent. If you forget to sign in, you will also be considered absent (unexcused). Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation so that you may make up that grade. You are also responsible for scheduling the make-up within one week of the missed class. If you obtain 4 unexcused absences during the semester, your final grade will be dropped one letter grade, 5 unexcused absences two letter grades, 6 or more will result in failure of the course.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (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 manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 4.1

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 or (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.

Penalties for Academic Dishonesty:

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals:

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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

Withheld Grades Semester Grades: Policy 5.5

Ordinarily at the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. 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.
Student Code of Conduct: Policy 10.4
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.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done through D2L. Please check D2L often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing D2L, contact Student Support – 498-1919