I. Course Description: Study of the development of literacy skills (reading and writing), classification and causes of reading disabilities, assessment and intervention of phonemic awareness, word recognition, and reading comprehension. Course also will include interventions for students with multiple or severe developmental impairments with a focus on children who use augmentative and alternative communication. Students must obtain a minimum grade of C to receive credit toward degree plan.

Credit Hour Statement- CSDS 3340 “Literacy and the SLP” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments from textbooks and journal articles, two outside of class projects, 2 exams, and a final examination. Students are required to present project 2 in small groups during class in addition to children at a local elementary school. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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. (Standard IV-B)
2. The student will compare different types of reading disabilities and possible causes. (Standard IV-C)
3. The student will administer and explain different types of the assessments for literacy skills. (Standard IV-D)
4. The student will give examples of literacy intervention techniques by researching a technique and making a presentation to the class. (Standard IV-C)
5. The student will describe different literacy intervention techniques to use with students with multiple or severe developmental impairments. (Standard IV-C)

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)
   Article 3: Phonological Awareness and Beyond; Answer questions on handout in D2L (25 points)

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/Presentations: There will be two projects and one group presentation. The due dates are listed on the course schedule, below.

Project 1: Phonological Awareness Activities: (100 points) Prepare therapy activities for each phonological awareness skill listed below (total of 4 activities). Describe each activity and include any materials needed for the activity. Put any manipulatives for your activities in a small container or plastic baggie.
   1. Rhyming
   2. Blending
   3. Segmenting
   4. Manipulation (substitution)

Project 2: Literacy Based Therapy Session: (100 points) This is an individual project. Prepare one therapy session incorporating shared storybook reading. Directions will be posted on D2L.

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 to a small group in a preschool or kindergarten classroom.

**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, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Each student will begin the semester with 50 participation points. Five points will be deducted from your participation points, each time a participation issue has to be addressed. Once all participation points are deducted, points will then be deducted from your overall course points.

**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></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three scheduled exams @ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Article 1 &amp; 2 Questions</td>
<td>50</td>
</tr>
<tr>
<td>Article 3 Questions</td>
<td>25</td>
</tr>
<tr>
<td>Project 1</td>
<td>100</td>
</tr>
<tr>
<td>Project 2</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>625 points</strong></td>
</tr>
</tbody>
</table>

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: \( \frac{\text{Points earned to date}}{\text{Points possible to date}} \times 100 = \text{Grade} \)

**BONUS POINTS:** You may receive 5 points added to your total points (not final grade), if you attend the NSSLHA conference the entire a.m. session or p.m. session or 10 points if you attend the full day. You will not receive partial points if you do not attend the full a.m. or p.m. time or the full day.

**LATE POLICY:** If you have written excused documentation of absence and Instructor determined it is adequate documentation for an excused absence, you must turn in assignment or take exam immediately upon return. If you turn in work late without an absence or documentation of absence, it may be turned in 1 day late with a 50% deduction. No late work will be accepted after that.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Class 1</th>
<th>Introduction to Course; syllabus</th>
<th>Kamhi &amp; Catts, Ch. 1: p. 15-21 &amp; 2; The Source for PA: p. 12-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Literacy Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Class 1</td>
<td>Reading Disabilities</td>
<td>Kamhi &amp; Catts, Ch. 3 &amp; 4; The Source for PA: Ch.3, p. 35-47</td>
</tr>
<tr>
<td>Class 2</td>
<td>Causes of Reading Disabilities; Roles &amp; Responsibilities of SLPs</td>
<td>Narrow View of Reading Journal Articles in D2L (read for class of 9/11)</td>
<td></td>
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</tbody>
</table>
| Week 3  | Class 1  | Narrow View of Reading Discussion; Article 1 & 2 Questions Due | Article #1 and assigned article |}

| Class 2 | Emergent Literacy |                                                                 |
| Week 4  | Class 1  | Emergent Literacy Class Activity/Exam Review |                                                                  |
| Class 2 | Exam #1 |                                                                 |
| Week 5  | Class 1  | Phonological Awareness and Word Recognition & Instruction/Intervention Article 3 Questions Due | Kaderavek, Ch.10, p.312-316; The Source for PA: Ch.5, p. 66-115; Journal Article: Schuele & Boudreau |
| Class 2 | Phonological Awareness and Word Recognition & Instruction/Intervention (cont.) PA Class Activity |                                                                 |
| Week 6  | Class 1  | Assessment of Phonemic Awareness & Word Recognition Skills- Group 1 | Kamhi & Catts, Ch. 5; The Source of PA: Ch. 4, p.48-65) |
| Class 2 | Assessment of Phonemic Awareness & Word Recognition Skills- Group 2 | Kamhi & Catts, Ch. 5; The Source of PA: Ch. 4, p.48-65) |
| Week 7  | Class 1  | Reading Fluency; Exam Review | Journal Article: Reutzel |
| Class 2 | Exam #2 |                                                                 |
| Week 8  | Class 1  | Work on Project 1 | Kamhi & Catts, Ch. 6; Kaderavek, Ch. 10, p. 316-322 |
| Class 2 | Reading Comprehension |                                                                 |
| Week 9  | Class 1  | Text Comprehension; Project 1 DUE | Kamhi & Catts, Ch. 7, Prath & Palafox, p. 8-17, 46, 69-73 |
| Class 2 | Text Comprehension (cont.) |                                                                 |
| Week 10 | Class 1  | Text Comprehension (cont.) | Reading Comprehension Articles; Assigned article |
| Class 2 | Literacy Based Intervention (Research, Planning, Types of Predictable Books, Goals) | Prath & Palafox, p. 2-29; 68-77; 96-100; 152-192 |
|          |          | NSSLHA Conference 8:30-3:30 (AAC) |                                                                 |
| Week 11 | Class 1  | Literacy Based Intervention (Pre, During, Post Activities) | Prath & Palafox, p. 30-67 |
| Class 2 | Literacy Based Intervention (Templates) | Prath & Palafox, p. 101-149 |
### Week 12

<table>
<thead>
<tr>
<th>Class</th>
<th>Writing and Spelling Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaderavek, Ch. 10, p. 322-331; Kamhi &amp; Catts, Ch. 8 &amp; 9; Journal articles: Aker; Fallon &amp; Katz</td>
<td></td>
</tr>
</tbody>
</table>

### Class 2

| Reading & Writing Intervention for Students with Significant Disabilities |
| Kaderavek, Ch. 10, p. 332-335; Journal articles: Lanter & Watson; Erickson & Koppenhaver |

### Week 13

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Project 2 Small group presentations; Project 2 peer reviews</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Literacy Intervention at Elementary School; Project 2 DUE</th>
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</thead>
</table>

### Week 14

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Wrap up &amp; Review;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Wrap up &amp; Review</td>
</tr>
</tbody>
</table>

### December 12

| TH | Exam #3 1:00 |

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## VI. Readings- Required Text


### Other References:


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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Attendance policy for this course:** You will be responsible for signing an attendance sheet each class period. If you forget to sign in, you will be considered absent. 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 for an excused absence upon return, so that you may make up the grade. You are responsible for scheduling make-ups within one week of the missed class. If you have more than 4 unexcused absences, your grade will be dropped one letter grade.

**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/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author 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).
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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.

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may
request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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.texes.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.

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

IX. Other Relevant Course Information:
Communication for this course will be done through Brightspace (https://d2l.sfasu.edu). Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

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

For a quicker response to emails, please email me at petersend@sfasu.edu instead of through Brightspace.