



Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 5357 – *Teaching Students with Reading, Language, and Communication Disorders*

TERM AND DATES: Fall, 2008 – (August 18 – November 1, 2008)

INSTRUCTOR'S NAME: Dr. Jo Beth DeSoto

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OFFICE HOURS: M (10 – 11 a.m.; 12:30 – 3:00 p.m.), W (10 – 11 a.m.; 12:30 – 3:00 p.m.), T (8:30 – 10:00 a.m.), Th (8:30 – 10:00 a.m.)

CATALOG COURSE DESCRIPTION: This course provides research based instruction for students with special needs, emphasizing IEP implementation of literacy, phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas, as well as functional analysis and interventions for students with language and communication disorders.

PREREQUISITES: EDUC 3304

REQUIRED RESOURCE MATERIALS:

A. Student Textbook(s)

a. Owens, R., Metz, D., & Haas, A. (2007). *Introduction to Communication Disorders: A Life Span Perspective, 3/E*. New York, NY: Allyn & Bacon. 0205487874.

b. Bursuck, W., & Damer, M. (2007). *Reading Instruction for At Risk and Special Education Students*.

Greensboro, NC: Allyn & Bacon. 0205404049

B. Access to WBU Learning Resources www.wbu.edu/lrc; John Elliott, email: elliottj@wbu.edu

COURSE OUTLINE: (see as the final section)

COURSE REQUIREMENTS: I place great value on professionalism.

Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field

experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1.	Communication Disorders Project	=	400
2.	Reading Disabilities Assessment & Analysis	=	200
4.	Reading Assessment Tool Implementation	=	100
	700 - 630	=	A
	629 - 560	=	B
	559 - 490	=	C
	489 - 420	=	D
	Less than 419	=	F

Standard XI. The special education teacher promotes students' performance in English language arts and reading.

The beginning special education teacher knows and understands:

- 11.1k the developmental process of communication systems (e.g., listening, speaking, writing) including emergent and preliteracy skills;
- 11.2k the components of phonological and phonemic awareness;
- 11.3k the elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems;
- 11.4k the nature and stages of literacy development and various contexts and methods to promote students' literacy development;
- 11.5k word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary);
- 11.6k the relationship between reading fluency and reading comprehension and how to provide systematic instruction to improve students' reading fluency;
- 11.7k the importance of comprehension in reading;
- 11.8k the relationship between learning and effective study and inquiry skills; and
- 11.9k how to interpret, analyze, evaluate, and provide visual images and messages in various media and technologies.

The beginning special education teacher is able to:

- 11.1s provide a variety of instructional opportunities and strategies for students with disabilities to learn communication skills;
- 11.2s utilize a variety of approaches so students with disabilities develop phonological and phonemic awareness and understand its relationship to written language;
- 11.3s provide instruction to students with disabilities so they understand that printed words consist of graphic representations that relate to the sounds of spoken language and components of other communication systems;
- 11.4s provide systematic instruction using a variety of methods and strategies to improve the word analysis and decoding abilities of students with disabilities;
- 11.5s provide systematic instruction to improve the reading fluency of students with disabilities;
- 11.6s provide systematic instruction in critical reading strategies to students with disabilities to improve their reading comprehension;
- 11.7s provide systematic instruction to students with

- 11.8s use a variety of methods and strategies to teach students with disabilities to apply study and inquiry skills;
- 11.9s provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate, and create visual images and messages in various media and technologies; and
- 11.10s use a variety of literacy assessment practices to plan and implement literacy instruction for students with disabilities.

Student Learning Outcomes:

1. The student will research the various communication systems available for students with disabilities and will choose on such method. The student will then prepare a class presentation using the chosen method of communication for sharing ideas with classmates.
 - a. ***Communication Disorder Presentation***
2. The student will complete an research project over each of the components involved in the communication process and how these apply to literacy.
 - a. ***Communication Disorder Presentation***
 - b. ***Reading Assessment Tool***
3. The student will analyze Reading Methods specifically designed for use with students who are disabled.
 - a. ***Reading Disabilities Assessment and Analysis***
 - b. ***Reading Assessment Tool***
4. The student will locate children in a classroom for students with disabilities who has a specific disability in the area of reading. They will implement a chosen strategy based on their Reading Disability Project.
 - a. ***Reading Disabilities Assessment and Analysis***
 - b. ***Reading Assessment Tool***
5. The student will write a Reading Unit specifically designed for students with disabilities.
 - a. ***Reading Disabilities Assessment and Analysis***

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

STUDENT LEARNING OUTCOMES:

1. Communication Disorders Presentation
2. Reading Disabilities Assessment and Analysis
3. Reading Assessment Tool Implementation

ATTENDANCE POLICY:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Three times arriving late will equal one absence, or three times leaving class early will equal one absence. (Arrival more than five minutes late or departure more than five minutes early will be deemed a late arrival/leave early.) Student must call [(806) 291-1051] or email [desotoj@wbu.edu] the professor prior to class period when he/she will not be in attendance.

METHODS OF INSTRUCTION: The delivery system for the course will consist of face-to-face instruction supplemented by Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-70	I	Incomplete*
D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

Communication Disorders Project	1	400
Reading Disabilities Assessment & Analysis	1	200
Reading Assessment Tool Implementation	1	100
TOTAL POSSIBLE		700

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING TIMES, DATES AND ASSIGNMENTS: Class is scheduled to meet via Blackboard on the Virtual Campus.

EDSP 5357 (Virtual Campus)

Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.*

Date/Week	Classwork	Reading Assignment	Products Due
Aug 18 – 24	Introduction – Syllabus	Bursuck – Ch. 1 Owens – Ch. 1	*Begin researching Reading Assessment Tools – Choose one to analyze
Aug 25 – 31	<i>An Introduction to Systematic, Explicit Reading Instruction</i> <i>A Journey: From Student to Professional</i>	Owens – Ch. 2 & 3 Bursuck – Ch. 2	
Sept 1 - 7	<i>Typical and Disordered Communication</i> <i>Phonemic Awareness</i> <i>Anatomy and Physiology Related to Speech, Hearing, and Language</i>	Owens – Ch. 4 & 5 Bursuck – Ch. 3	
Sept 8 – 14	<i>Assessment and Intervention</i> <i>Alphabetic Principle</i> <i>Childhood Language Impairments</i> *Submit Reading Assessment Tool Analysis	Owens – Ch. 6 Bursuck – Ch. 4	*Choose a site to implement Reading Assessment Tool – Journal the experience.
Sept 15 - 21	<i>Developmental Literacy Impairments</i> <i>Advanced Word Reading</i>	Owens – Ch. 7	
Sept 22 - 28			
Sept 29 – Oct 5			*Choose a site to implement Reading

			Assessment Tool – Journal the experience.
Oct 6 - 12	<i>Adult Language Impairments</i> *Submit Journals	Owens – Ch. 8 & 9 Bursuck – Ch. 5	*Choose a Communication Disorder to Research
Oct 13 - 19	<i>Fluency Disorders</i> <i>The Voice and Voice Disorders</i> <i>Reading Fluency</i>	Owens – Ch. 10 – 12 Bursuck – Ch. 6	
Oct 20 - 26	<i>Disorders of Articulation and Phonology</i> <i>Cleft Lip and Cleft Palate</i> <i>Neurogenic Speech Disorders</i> <i>Vocabulary Instruction</i> *Submit Communication Disorders Research Project	Owens – Ch. 13 – 15 Bursuck – Ch. 7	
Oct 27 – Nov 1	<i>Disorders of Swallowing</i> <i>Audiology and Disorders of Hearing</i> <i>Augmentative and Alternative Communication</i> <i>Comprehension</i>		