SPH 323
Spring 2016

Instructor: Deena Petersen, M.S., CCC/SLP  
Office: Human Services 205C  
Office Hours: M: 12:00-1:00; T: 8:20-9:20; W: 3:15-4:15;  
TH: 8:20-9:20; 10:45-11:45  
Office Phone: 468-3997  
Email: petersend@sfasu.edu

Credits: 3 hours

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:
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 program learning outcomes (PLOs) two 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. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

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 (25 points each; total=50 points) **Due: February 3rd**
- **Shared Storybook Reading Part 1:** Shared Storybook Reading- Chapters 1, 2, & 4 questions (25 points) **Due: February 15th**
- **Shared Storybook Reading Part 2:** Shared Storybook Reading- Chapters 7 & 8 questions (25 points) **Due: February 17th**
- **Article 3:** Phonological Awareness and Beyond; Answer questions on handout in D2L (25 points) **Due: February 29th**
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. The due dates are listed on the course schedule, below. Grading rubrics will be posted in D2L.

Project 1: Shared Storybook Reading Therapy Sessions: (100 points) Prepare two therapy sessions using shared storybook reading. Pick 2 children’s books appropriate for a 3-4 year old child for your therapy sessions. Include the following:
1. One goal for each therapy session. Goal must address either semantics, syntax, or morphology.
2. **Goals for each book must address a different area of language.**
3. Description of how you will address the goal during shared storybook reading. Must be detailed and incorporate techniques learned from the Shared Storybook text.
4. Language/literacy activity- plan an activity that goes with each book and targets your goal. 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.
5. Lesson Plan for each book (template on D2L) filled out which will include the information above.

DUE: March 7th

Presentation: Use shared storybook reading format to present one of your books to a small group during class and also to preschool children. You will read one book addressing the goal for that book during the presentation. Vary pitch, vocal characteristics, volume, and pace when necessary. You will also present your language/literacy activity that goes with the book you read to the small group in class. You will not do activities with preschool children. Presentation will count for 20 points on Project 1.

Project 2: Phonological Awareness Activities: (100 points) Prepare therapy activities for each phonological awareness skill listed below (total of 7 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 or take pictures and include in your description.
   1. Rhyming (2 activities)
   2. Blending
      a. Syllables into words (1 activity)
      b. Phonemes into words (1 activity)
   3. Segmenting
      a. Onset-rime or syllables (1 activity)
      b. Words into phonemes (1 activity)
   4. Manipulation
      a. Substitution (1 activity)

Due: April 4th

Project 3: Reading Comprehension Research: (50 points) In groups you will research a reading comprehension strategy (topic or strategy will be provided to your group). Have an activity to present to the class using the strategy you researched. A handout about the strategy must be emailed to me by the due date, so I can post it on D2L. Group participation is required. Your group will rate you on your level of participation which will be a part of your grade.

Due: April 18th

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, three 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>Shared Storybook Reading Part 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>Project 3</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>675 points</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: (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 675. (Exam grades + Project grades + Extra Credit points/675= your grade)

Course Evaluation: (5 points) Complete online course evaluation by University deadline

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>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>W</td>
<td>Introduction to course; syllabus</td>
<td>Kamhi &amp; Catts, Ch. 1: p.15-21 &amp; 2; The Source for PA: p. 12-21</td>
</tr>
<tr>
<td>January 25</td>
<td>M</td>
<td>Literacy Development</td>
<td>Kamhi &amp; Catts, Ch. 3 &amp; 4; The Source for PA: Ch. 3, p. 35-47</td>
</tr>
<tr>
<td>January 27</td>
<td>W</td>
<td>Reading Disabilities and Causes</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>M</td>
<td>Reading Disabilities and Causes; Narrow View of Reading Journal Articles</td>
<td></td>
</tr>
<tr>
<td>February 3</td>
<td>W</td>
<td>Narrow View of Reading Discussion; Article Summary 1 &amp; 2 Due</td>
<td>Article #1 and assigned article</td>
</tr>
<tr>
<td>February 8</td>
<td>M</td>
<td>Emergent Literacy</td>
<td>Shared Storybook Reading Ch. 5 &amp; 6; Kaderavek, Ch. 10, p. 298-312; Journal articles: Neumann, Saint-Laurent, &amp; Watson;</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity Description</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>February 10</td>
<td>W</td>
<td>Emergent Literacy Class Activity</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>M</td>
<td>Shared Story Book Reading; Book Summary 1 Due</td>
<td></td>
</tr>
<tr>
<td>February 17</td>
<td>W</td>
<td>Shared Story Book Reading; Book Summary 2 Due</td>
<td></td>
</tr>
<tr>
<td>February 22</td>
<td>M</td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td>February 24</td>
<td>W</td>
<td>Evidenced Based Reading Instruction (Bring Laptops; will need access to the web not via phone)</td>
<td></td>
</tr>
<tr>
<td>February 29</td>
<td>M</td>
<td>Phonological Awareness and Word Recognition &amp; Instruction/Intervention; Article 3 Questions Due</td>
<td></td>
</tr>
<tr>
<td>March 2</td>
<td>W</td>
<td>Assessment of Phonemic Awareness &amp; Word Recognition Skills</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>M</td>
<td>Project 1 DUE; Shared Storybook Reading small group presentation</td>
<td></td>
</tr>
<tr>
<td>March 9</td>
<td>W</td>
<td>No Class (TSHA)</td>
<td></td>
</tr>
<tr>
<td>March 14-18</td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>M</td>
<td>Administration of PA Tests; Shared Storybook Reading at Preschool</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>W</td>
<td>Administration of PA Tests; Shared Storybook Reading at Preschool</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>M</td>
<td>Easter Holiday</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>W</td>
<td>Reading Fluency/Exam Review</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>M</td>
<td>Exam #2; Project 2 DUE</td>
<td></td>
</tr>
<tr>
<td>April 6</td>
<td>W</td>
<td>Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>M</td>
<td>Text Comprehension</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>W</td>
<td>Facilitating Text Comprehension</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>M</td>
<td>Project 3 DUE; Presentations</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>W</td>
<td>Roles and Responsibilities of SLPs with Respect to Reading and Writing; Answer questions about Guidelines</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>M</td>
<td>Writing &amp; Spelling Intervention</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>W</td>
<td>Reading &amp; Writing Interventions for Students with Significant Disabilities</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>M</td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>W</td>
<td>Exam #3; 1:00-2:15</td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings- Required Text

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. 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:

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. 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.

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](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.

**Acceptable Student Behavior (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 iCare: Early Alert
Program at SFA. Information regarding the iCare program is found at
[https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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
   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