Purpose
This course addresses the relationship among language, literacy, and academic functioning. Emphasis will be placed on dynamic and authentic language assessment and on functional language intervention contexts and strategies. Students will learn how to evaluate narrative and expository text comprehension and production. They will make assessment and intervention decisions, adapt curricular and text demands to fit children’s needs, implement strategies to support language learning, and decide how to teach vocabulary and facilitate grammatical rule use. In addition to understanding how to facilitate language in context, students will learn how to teach language and literacy skills in systematic and meaningful ways.

Learning Outcomes
Upon completion of the course, 679 students will be able to:

1. Analyze curricular task demands and make curriculum-based assessment decisions

   Objective/s
   Make dynamic assessment decisions
   Assess match between demands of a curricular task and language abilities of a student
   Identify advantages and disadvantages of formal and informal assessments (explain uses and misuses)
   Analyze tools and tasks for assessing language skills
   Set functional curriculum-based objectives for individual children

   ASHA Standards addressed
   IIIB; IIIC; IIIG; IID, IVB

2. Implement and reflect on collaborative processes and strategies

   Objective/s
   Analyze and reflect on the collaborative process and strategies
   Identify strengths and weaknesses of various service delivery systems

   ASHA Standards
   IIIE; IID; IIIG
3. Analyze and support instructional discourse exchanges

Objective/s
Analyze an instructional exchange
Plan to orchestrate a discussion about a text, decide how to support turn taking
Implement strategies to deepen knowledge and support comprehension within instructional exchanges (manipulate context, content, and text variables)

Standards
ASHA: IIIC and D

4. Support comprehension and production of narrative texts

Objectives
Analyze children’s narrative performance, set goals, and plan to support narrative comprehension and production

Standard
ASHA: IIID

5. Support comprehension and production of expository texts

Objective/s
Analyze the demands of curricular texts
Create instructional activities and determine strategies for supporting content learning and text comprehension
Decide how to support children’s understanding of expository texts
Map texts

Standard
ASHA: IIID, IVB

6. Facilitate and teach language and literacy rules (vocabulary, grammar, phonological awareness)

Objectives
Decide how to integrate literacy with oral language objectives and instruction
Plan appropriate lessons to teach and support vocabulary, concept knowledge, and grammatical rule production
Create plans to teach phonological awareness or phonic rules
Map concepts

Standard

ASHA: IIID and IVB

Assignments: 100 points
- Reflect on the readings: 9 chapters (1, 2, 3, 4, 5, 6, 7, 9, 10) 1 point each: 10 points
- Analyze conversational/instructional discourse sample: 10
- Plan to teach a vocabulary rule: 10 points
- Analyze a narrative sample and set objectives based on the student’s performance: 10 points
- Plan a lesson (with extension activities) to facilitate narrative comprehension: 25 points
- Analyze a written expository text and set objectives based on the student’s performance: 10 points
- Plan a lesson (with extension activities) or mini-unit to support expository comprehension: 25 points
- Evaluate the course: 1 point

Grading (% of points earned on a 100-point scale)
A final course grade will be determined based on the following scale and point values for individual assignments:

A+ = 100 - 98     A = 97 - 93     A- = 92 - 90
B+ = 89 - 88     B = 87 - 83     B- = 82 - 80
C+ = 79 - 78     C = 77 - 73     C- = 72 - 70
D+ = 69 - 68     D = 67 - 63     D- = 62 - 60

Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Accessibility Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor.
If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Texts and Readings
Merritt, D. and Culatta, B. (1998), Language Intervention in the classroom, Singular Publishing Group


Utah State Core Curriculum:
http://www.usoe.k12.ut.us/curr/lang_art/eleme/core/core.htm

http://www.usoe.k12.ut.us/curr/lang_art/eleme/NewCore.htm

http://www.usoe.k12.ut.us/curr/main/contentareas.htm
Assignments and Due Dates
ASLP 679: Language Disorders in School-Age Children
Tuesday and Thursday; 3:00 to 5:30; Spring, 2009

Note: All assignments, except for the reading reflections, can be done with a partner

Reading reflections: points $9 \times 1 = 9$ points (Chapters 1, 2, 3, 4, 5, 7, 6, 9, 10)

*Acknowledge having actively read the chapter (not skimmed or read only a part)*

*React to the content – 1 page single spaced bulleted list (double space between bullets)*
What questions did you have while you were reading. What don’t you understand? What do you want to know more about? (Use ‘think-aloud’ strategy)
How do you see this content applying to your role as an SLP? How would you apply what you have learned?
What interested you? What stands out as being important content?

*Due date: class period after readings are assigned*

Conversational Analysis: 10 points
Analyze a conversational (instructional) discourse exchange
Read Chapters 4 pages 167 to 171 (Ask Thought Provoking Questions and Discourse Checklist)
Decide what types of questions and comments the teacher is generating
Analysis the exchange for turn type and apply the discourse checklist to evaluate the exchange

*Due date: May 14*

Vocabulary, Language Rules: 10 points
Create a session/lesson plan designed to teach vocabulary word (relational term)

*Due date: May 21*

Narrative Production: 10 points
Analyze a sample of a child’s retelling or story generation
Create a plan to support performance
Write objectives based on present levels of performance

*Due date: May 28*

Narrative comprehension: 25 points
Analyze a target narrative text (Summer or Frog and Toad?)
Plan a lesson to support narrative comprehension
Incorporate instructional discourse strategies to support comprehension
Make decisions in regard to questions to ask, comments to make, and content to highlight
Decide what Tier 2 vocabulary to teach and how to teach it
Draw upon content in Chapter 7 – and in Chapters 4 and 5

Due date: June 4

Expository Production: 10 points
Analyze a child’s expository sample (retelling of an expository text) and set objectives
Read chapter 6
Write objectives based on present level of performance

Due date: June 11

Expository Comprehension: Plan a lesson (mini-unit) – 25 points
Analyze the demands of a targeted expository text (Colonial Times or Harriett Tubman)
Decide what vocabulary to teach (Tier 2) and how to teach it
Draw upon content in Chapter 6 and Chapters 4 and 5 and 10
Make decisions about how to manipulate the text and support comprehension and content knowledge (adapt text to fit a student’s language level)
Incorporate instructional discourse and comprehension strategies to support content learning and text comprehension
Write objectives for a student with a language learning disability
Determine strategies for supporting content learning and text comprehension

Due: June 18

Course evaluation – 1 point
1. T April 28:

*Nature of LLD and Language Impairment*
Persistent and changing nature of LLD
Discourse/texts and curricular/classroom demands
The relationship among language, reading, and academic functioning

*The collaborative process and service delivery models*
The dynamics of collaboration; page 49 to 66
The problem solving process; page 66 to 72
Intervention models 72 to 92
Response to Intervention (RTI)
Differentiated instruction and tiered instruction

2. Th April 30: Assessment

*Assessment Models*
Traditional assessment
Curriculum-based and dynamic assessment
Response to Intervention (RTI)

*Assessment Purposes*
Screening, diagnostic, benchmark, progress monitoring, outcome, informal

*Readings*
Chapter 1, Language and School Success; pages 3 and 4; 14 to 29
Chapter 2, Collaborative Partnerships and Decision Making
State Core: Three-tier model of instruction
(http://www.schools.utah.gov/curr/lang_art/elem/ThreeTier.htm)

*Due*
Reading reflections: Chapters 1 and 2

3. T May 5

*Assessment and Analysis of Conversational/Instructional Discourse*
Objective setting
Conversational/discourse analysis

*Readings*
Chapter 3, Dynamic Assessment
Curricular-based objectives; page 47 to 49
Look up Response to Intervention on the Internet
Due
Reading reflections: Chapter 3

4. Th May 7

*Instructional Discourse: Supportive Interaction Styles (Chapter 4)*

Relationship between conversational and instructional discourse
Analysis of discourse styles (IRE, conversational) and interactions
Nature of instructional discourse
Using instructional discourse to support comprehension
Orchestrating and scaffolding discussions

*Readings*
Chapter 4; Instructional Discourse a Framework for Learning

Due
Reading reflections: Chapter 4

5. T May 12

*Instructional Discourse: Supporting Text Comprehension (Chapter 5)*

Manipulating texts (organization, genre, content)
Manipulating contexts
Making connections: implicit to explicit; concrete to abstract; here and now to there and then;
content to organization; content to emotions and experiences
Asking the right questions and making relevant comments

*Readings*
Chapter 5, Enhancing Comprehension of Discourse

Due
Reading reflections: Chapter 5

6. Th May 14  Vocabulary

*Vocabulary and concept knowledge*
Nature of vocabulary and conceptual knowledge
Assessing semantic knowledge and vocabulary/concepts
Facilitating vocabulary learning within instruction
Explicitly teaching language rules (comprehension and production)

*Readings*
Bringing Words to Life (selected pages)
Due
Assignment: Conversational/instructional discourse analysis

7. T May 19

Narrative Text Production
Relationship between comprehension and production
Analysis of narrative text demands
Assessment of narrative production
Facilitating narrative text production

Readings
Chapter 7 (Narratives: Implementing a Discourse Framework); Table 6-2 (Cohesive Devices); page 227 in Chapter 6

Due
Reading reflections: Chapter 7

8. Th May 21

Narrative Text Comprehension
Representation of story events
Inferencing
Cause-effect relationships

Due
Assignment: Plan to teach a vocabulary rule (relational term)

9. T May 26

Expository Text Comprehension
Nature of narrative versus expository texts
Differences in text structure and conceptual demands
Analysis of expository text demands
Assessment of expository comprehension
Retelling, mapping and representing expository texts

Readings
Chapter 6, Expository Text Comprehension
Chapter 10, Planning a Collaborative Thematic Unit
Due
Reading reflections: Chapters 6 and 10

10. Th May 28

Expository Text Production
Manipulate factors influencing performance
Highlight text structure and connections
Activate prior knowledge
Embed content across contexts (plan an integrated unit)

Due
Assignment: Analysis of narrative production

11. T June 2

Writing Intervention
Relationship between narrative and expository writing intervention
Model and support text generation
Process writing

12. Th June 4

Grammatical Rule Knowledge and Language Production
Discourse functions of grammatical forms and constructions
Analysis and objective setting
Grammatical intervention
Word retrieval assessment and intervention
Sentence combining
Contexts for instruction: authentic, contrived, direct instruction
Program to teach (similar to vocabulary program)

Due
Assignment: Narrative Comprehension Lesson (mini-unit) plan

13. T June 9

Literacy Instruction and Intervention
The relationship between language and literacy
The literacy components
Phonological and phoneme awareness

Readings:
Chapter 9, Language and Reading
Due
Reading reflections: Chapter 9

14. Th June 11 --- Last class

Literacy instruction
Teaching phonological awareness and phonics skills
Supporting reading comprehension and fluency

Due
Assignment: Expository production analysis

16. Th June 18 – Final

Due
Assignment: Expository comprehension lesson (mini-unit) plan