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 approaches 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 intervention decisions
   Objective/s
   - Assess demands of a curricular tasks and texts
   - Adjust complexity of curricular tasks to support performance
   - Assess match between text demands and student abilities
   - Write curriculum-based, behavioral objectives
   - Align language objectives with Utah State and Common Core curricula
   ASHA Standards addressed
   IIIB; IIIC; IIIG; IIID, IVB

2. Reflect on collaborative processes and service delivery systems
   Objective/s
   - Analyze and reflect on the collaborative process
   - Apply Response to Intervention (RTI) model to addressing the needs of children with language deficits
   ASHA Standards
   IIIE; IIID; IIIG

3. Analyze and support instructional exchanges
   Objective/s
   - Analyze instructional exchanges
   - Plan to orchestrate a discussion about a text
   - Identify questions and comments to generate
   - Identify strategies within an exchange that can deepen content knowledge and support comprehension
   Standards
   ASHA: IIIC and D

4. Support comprehension and production of narrative texts
Objectives
Analyze and map narrative texts
Plan to support narrative comprehension and production
Analyze samples of children’s narratives

Standard
ASHA: IIID

5. Support comprehension and production of expository texts
Objectives
Analyze and map curricular texts
Decide how to support children’s understanding of expository texts
Create instructional activities for supporting content learning and text comprehension

Standard
ASHA: IIID, IVB

6. Teach language and literacy rules (vocabulary, grammar, phonological awareness)
Objectives
Integrate literacy with oral language instruction
Plan appropriate lessons to teach and support vocabulary and grammatical rule production
Create plans to teach phonological awareness or phonic rules
Map concepts

Standard
ASHA: IIID and IVB

Course Expectations:
Attend all class sessions.
Be prepared to discuss assigned readings in class
Actively participate in all learning activities
Use computers in class for immediate activities only -- no texting, shopping, doing homework 😊

Assignments: 100 points + 1 bonus point
Projects: 50 points

| Plan to orchestrate an instructional exchange | 10 |
| Analyze a narrative text and plan to teach | 10 |
| Analyze a narrative sample and set objectives | 10 |
| Analyze and map an expository text and plan to teach | 10 |
| Plan to teach a vocabulary rule | 10 |

Final exam: 50 points
Plan a mini-unit (lesson with extension activities) to support comprehension and content knowledge

| Analyze the text demands | 5 |
| Map the text and decide how to use the map in instruction | 5 |
| Introduce the text/content and activate prior knowledge | 5 |
| Identify comprehension strategies to use during the reading | 5 |
| Support comprehension during a review and instructional exchange | 5 |
| Support comprehension and content knowledge in extension activity | 5 |
Set objectives that tie to the core curriculum 5
Pre-teach a key vocabulary term (pre-teach and teach in context) 5
Teach key vocabulary in context 5
Integrate, connect, and elaborate on important ideas within and across tasks (make the elements in the lesson hang together) 5

Evaluate the course: 1 extra point

Grading scale (% 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 - 98</td>
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<tr>
<td>A</td>
<td>97 - 93</td>
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<tr>
<td>A-</td>
<td>92 - 90</td>
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<tr>
<td>B+</td>
<td>89 - 88</td>
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<tr>
<td>B</td>
<td>87 - 83</td>
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<tr>
<td>B-</td>
<td>82 - 80</td>
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<tr>
<td>C+</td>
<td>79 - 78</td>
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<tr>
<td>C</td>
<td>77 - 73</td>
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<tr>
<td>C-</td>
<td>72 - 70</td>
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<td>D+</td>
<td>69 - 68</td>
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<tr>
<td>D</td>
<td>67 - 63</td>
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<tr>
<td>D-</td>
<td>62 - 60</td>
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</tbody>
</table>

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
If you have a disability which may impair your ability to successfully complete this course, please inform the instructor during the first week of class. Accommodations are coordinated through the instructor in consultation with the University Accessibility Center, and may require medical and/or psychological documentation. The UAC office is located in 2170 WSC, 422-2767.

Readings

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

*Supplemental reading*

*Utah State Core Curriculum*
http://www.schools.utah.gov/curr/core/
(See links to core curriculum by subject; common core)

*US Common Core Standards*
(Reading: literature; Reading: informational text; Reading: Foundational skills; Writing; Speaking and Listening; Language
http://www.corestandards.org/the-standards
Lecture Schedule
COMD 679: Language Disorders in School-Age Children
Tuesday and Thursdays; 3:00 to 5:30; Spring, 2011

1. Tues, April 26
   Nature of LLD and service delivery systems (RTI)
   Persistent and changing nature of LLD
   Curricular/classroom language demands
   Response to Intervention (RTI) (differentiated and tiered instruction)
   Curriculum-based intervention
   State core and common core curricula
   Readings
   Look up Response to Intervention on the Internet
   Chapter 1, Language and School Success; pages 3 and 4; 14 to 29

2. Thur, April 28
   Curriculum-based and dynamic assessment
   Assessment models
   Assessment purposes (Screening, diagnostic, benchmark, progress monitoring)
   Progress monitoring tools (Quick writes, summarizations, probes)
   Writing objectives
   Readings
   Chapter 3: Dynamic Assessment
   State Core: Three-tier model of instruction
   (http://www.schools.utah.gov/curr/lang_art/elem/ThreeTier.htm)
   Common core curriculum

3. Tues May 3
   Instructional Discourse: Supportive interactions
   Nature of instructional discourse
   Discourse styles
   Use of instructional discourse to support comprehension
   Ways to orchestrate and scaffold discussions (balance questions with comments)
   Readings
   Chapter 4: Instructional Discourse a Framework for Learning
   (supportive interaction styles)

4. Thur May 5
   Instructional discourse: Supporting comprehension and content knowledge
   Manipulating texts (organization, genre, content)
   Manipulating contexts
   Manipulating complexity of language
   Making connections (implicit to explicit; concrete to abstract; immediate to remote)
   Readings
   Chapter 5: Enhancing Comprehension of Discourse

5. Tues May 10
   Narrative text comprehension
   Highlighting story grammar relationships
   Supporting inferencing and causal connections
Charting character emotions and perspectives
Mapping and representing
Readings
Chapter 7: Narratives

6. Thurs May 12

*Narrative production*
Analyzing narrative samples
Supporting story retelling and generation
Readings
Table 6-2 (Cohesive Devices); page 227 in Chapter 6

7. Tues May 17

*Expository Text Comprehension*
Analyzing expository text demands
Mapping and representing expository texts
Introducing the content and activating prior knowledge
Facilitating content knowledge
Highlighting text structure and connections
Readings
Chapter 6: Expository Text Comprehension

8. Thurs May 19

*Expository text comprehension, continued*
Readings
Chapter 10: Planning a Collaborative Thematic Unit

9. Tues May 24

*Vocabulary and word retrieval*
Understanding vocabulary and conceptual knowledge
Assessing semantic knowledge and vocabulary/concepts
Facilitating vocabulary learning within instruction
Explicitly teaching language rules (comprehension and production)
Mapping concepts and content knowledge
Readings
Bringing Words to Life (selected pages)

10. Thurs May 26

*Grammatical comprehension and production*
Discourse functions of grammar
Grammatical analysis
Sentence combining
Grammatical interventions (teach and facilitate)
Strategies to support word retrieval

11. Tues May 31

*Collaboration and classroom-based service delivery*
The Role of SLP in Curriculum-, classroom- and collaborative-based intervention
Readings
Chapter 2: Collaborative Partnerships

12. Thurs June 2
Written language production (narrative and expository)
   Sentence combining
   Process writing
   Writing supports (graphic representations, models)
      Readings
         Chapter 6: pages 265 to 272

13. Tues June 7
   Literacy Intervention
      The relationship between language and literacy
      The literacy components
      Phonological and phoneme awareness
      Teaching phonological awareness and phonics skills
         Readings:
            Chapter 9, Language and Reading

14. Thurs June 9
   Integrated thematic units – Bringing it all together (People and Animals project)

Tues June 14 – Exam prep

Wed June 16 - Final
<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>In-class Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1. T 4/26</td>
<td>Nature of LLD and Service Delivery (RTI)</td>
<td>Chapter 1: Language and School Success</td>
<td>Explore UT and Common Core standards</td>
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<tr>
<td>2. TH 4/28</td>
<td>Curriculum-based assessment and objective setting</td>
<td>Chapter 3: Dynamic Assessment; pages 47 to 49</td>
<td>Write objectives for Chad and align with core; report on RTI</td>
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<tr>
<td>3. T 5/3</td>
<td>Instructional discourse: Effective styles</td>
<td>Chapter 4: Instructional Discourse Framework</td>
<td>Analyze transcriptions and video samples</td>
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<td>4. TH 5/5</td>
<td>Instructional discourse: Support comprehension</td>
<td>Chapter 5: Enhance Comprehension</td>
<td>Analyze Titanic and Pilgrim samples</td>
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<td>5. T 5/10</td>
<td>Narrative text comprehension</td>
<td>Chapter 7: Narrative</td>
<td>Support ‘First Flight’ comp</td>
<td>Orchestrate a discussion</td>
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<td>6. TH 5/12</td>
<td>Narrative production</td>
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<td>Analyze narrative samples</td>
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<td>7. T 5/17</td>
<td>Expository comprehension</td>
<td>Chpt 6: Expository Text</td>
<td>Analyze and map demands of texts</td>
<td>Analyze and teach a narrative text</td>
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<td>8. TH 5/19</td>
<td>Expository comprehension</td>
<td>Chpt 10: Planning a Collaborative Unit</td>
<td>Analyze Constitution unit</td>
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<td>9. T 5/24</td>
<td>Vocabulary and word retrieval</td>
<td>Bringing Words to Life (available for checkout)</td>
<td>Decide how to teach target words</td>
<td>Analyze a narrative sample</td>
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<td>10. TH 5/26</td>
<td>Grammatical comprehension and production</td>
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<td>Plan to teach a grammatical rule</td>
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<td>11. T 5/31</td>
<td>Collaborative and curriculum-based intervention</td>
<td>Chapter 2: Collaboration</td>
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<td>Analyze an expository text</td>
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<td>12. TH 6/2</td>
<td>Written language production</td>
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<td>Analyze samples; decide how to support</td>
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<td>13. T 6/7</td>
<td>Literacy intervention</td>
<td>Chapter 9: Language and Reading</td>
<td>Decide how to teach a targeted literacy skill</td>
<td>Teach a word rule</td>
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<td>14. TH 6/9</td>
<td>Integrated language and literacy units – bringing it all together</td>
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<td>Analyze people and animals project</td>
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<td>T 6/14</td>
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<td>Th 6/16</td>
<td>Final exam project</td>
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