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 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to orchestrate an instructional exchange</td>
<td>1</td>
</tr>
<tr>
<td>Analyze a narrative text and plan to teach</td>
<td>1</td>
</tr>
</tbody>
</table>
Analyze a narrative sample and set objectives 1

Analyze and map an expository text and plan to teach 1

Plan to teach a vocabulary rule 1

Final exam: 50 points

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

Grading scale (% of points earned on a 100-point scale)

A+ = 100 - 98
B+ = 99 - 98
C+ = 79 - 78
D+ = 69 - 68

A = 97 - 93
B = 87 - 83
C = 77 - 73
D = 67 - 63

A- = 92 - 90
B- = 82 - 80
C- = 72 - 70
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
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 2170WSC, 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