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 (150 points)

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<thead>
<tr>
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<tbody>
<tr>
<td>1. Orchestrate an instructional exchange</td>
<td>20</td>
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<tr>
<td>2. Plan to teach a vocabulary rule</td>
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<tr>
<td>3. Analyze a narrative sample</td>
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<tr>
<td>4. Analyze a narrative text and plan to teach</td>
<td>25</td>
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<tr>
<td>5. Create a plan to support expository (informational) skills</td>
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<td>6. Reflect on readings (8 at 5 points each)</td>
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Grading scale (% of points earned on a 150-point scale)
A final course grade will be determined based on the following scale and point values for individual assignments:

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<th>Grade</th>
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<tr>
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<td>A</td>
<td>97 - 93</td>
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<td>A-</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
<td>72 - 70</td>
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<td>D+</td>
<td>69 - 68</td>
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<td>D</td>
<td>67 - 63</td>
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<td>D-</td>
<td>62 - 60</td>
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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

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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Reading reflection due dates</th>
<th>Assignment due dates</th>
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<tbody>
<tr>
<td>4/29</td>
<td>Nature of LLD and collaborative, curriculum-based service delivery</td>
<td>Pages: 399 to 406; 484-486; 511-518; 615; 635-637; 449-451; 566-570</td>
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<td>5/1</td>
<td>Assessment principles and objective setting</td>
<td>424-543; 49; 151; 451-453; 542</td>
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<td>Instructional discourse (pragmatics) and academic lng</td>
<td>406-408; 504-505; 606-608; 618-619</td>
<td>Reflections 1: Nature of LLD</td>
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<td>Semantics</td>
<td>425-427; 543-547; 491-498; 599-606; 615-618</td>
<td>Reflections 2: Assessment &amp; pragmatics</td>
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<td>Orchestrate an instructional exchange</td>
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<td>Narrative text comprehension and production</td>
<td>439-449; 557-562; 583; 589; 487-490; 505-511; 608-611; 619-623</td>
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<td>Teach a vocabulary rule</td>
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<td>5/22</td>
<td>Expository text comprehension and production</td>
<td>561-563; 611-612; 623-635</td>
<td>Reflections 4: Narrative</td>
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<td>Expository text comprehension and production</td>
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<td>Analyze a narrative sample</td>
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<td>Syntactical comprehension and production</td>
<td>428-435; 547-551; 353; 362 – 370; 498-501; 604; 617-618</td>
<td>Reflections 5: expository</td>
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<td>Syntactical comprehension and production</td>
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<td>Literacy: Integrated oral and written lng</td>
<td>351; 408-414; 414-415</td>
<td>Reflections 6: Syntax</td>
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<td>6/12 (last)</td>
<td>Collaborative and curriculum-based service delivery</td>
<td>393-398; 399; 419-423; 481-484; 518-525; 534-536; 595-596; 637-643</td>
<td>Reflections 8:</td>
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<td>6/18 (final)</td>
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<td>Plan to teach an</td>
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Lecture Schedule
COMD 679: Language Disorders in School-Age Children
Tuesday and Thursdays; 3:00 to 5:30; Spring, 2014

Dates

Topics

1. T April 29

*Nature of language disorders and intervention for school-aged students*

Definitions of language and literacy

Relationship between language and literacy

Curricular/classroom language demands – academic language

Metalinguistics and metacognitive skills

Decontextualized language

Overview of service delivery (curriculum-relevant therapy and contexts)

Response to Intervention (RTI) (differentiated and tiered instruction)

Curriculum-based intervention

Role of SLP in curriculum-, classroom- and collaborative-based intervention

Contexts and models for intervention
2. Th May 1

*Assessment principles and Goal Setting*

Mechanisms

Behavioral observations

*Dynamic assessment*

Functional assessment

*Curriculum-based assessment*

Formative versus summative assessment

Curriculum and objectives, curricular expectations (CCSS)

Dynamic and informal assessment

Goal setting

Case study analyses

3. T May 6

*Semantics*

4. Th May 8

*Semantics*

Assessment

Vocabulary

Specifically teach

Facilitate in context

Figurative language

Semantic knowledge and connections (meta)

Mapping concepts and content knowledge
Word retrieval

5. T May 13

*Classroom and Instructional Discourse; Academic Language (pragmatics)*

Nature of discourse vs. text demands

Discourse styles, types of discourse

Question asking

Connected language demands

Comprehension strategies

6. Th May 15

*Narrative Assessment, Comprehension and production*

Inferencing

Mapping, talking, and representing

Interactions around storybooks

Scaffolding

7. T May 20

*Narrative assessment, comprehension, production*

8. Th May 22

*Expository Text Comprehension and production*

9. T May 27

*Expository text comprehension and production*

10. Th May 29

*Syntax: Grammatical comprehension and production*

Grammatical comprehension and production

Grammar and sentence-level language

Sentence combining
11. T June 3

Syntax

12. Th June 5

*Integrated Language and Literacy Intervention*

Integrating spoken and written language

Phonological and phoneme awareness

Literature-based frameworks

Decoding and fluency

13. T June 10

*Integrated language and literacy Intervention*

14. Th June 12 (last class)

*More about Service delivery and classroom language demands*

Ask the experts

T June 17 – exam prep

W June 18 and Th June 19 – Final project due