

CPSE 425 - Lang Arts Instru: Disabilities

Winter 2017

Section 001: 202 JSB on T Th from 3:00 pm - 4:15 pm

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

Materials

No materials

Learning Outcomes

Components of oral language

Describe the components of oral language.

Process of oral language development

Describe the process of oral language development.

Common communication disorders in children

Describe common communication disorders in children.

Interplay between culture and language

Explain the interplay between culture and language.

Interplay between language and learning

Explain the interplay between language and learning.

Listening Comprehension

Describe listening comprehension and its effect on learning.

Demands of learning English as a second language

Describe the demands of learning English as a second language.

Cognitive processes

Explain the cognitive processes for transitioning from spoken to written language.

5 component skills for reading

Explain the 5 component skills for reading.

DIBELS®Benchmark assessment

Administer DIBELS®Benchmark assessments for K-1.

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Grading Policy

All assignments are due on the scheduled date and at the scheduled time. I will deduct 25% of assignment score if one class period late, and assign "no credit" if more than one class period late.

Participation Policy

All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding. To this end, you should consider yourself a teacher with students who may be facing difficulties in the areas we discuss, rather than a college student just hoping to check off another class and grade.

Attendance Policy

Attendance is required. You receive **3** attendance and participation points for each class. An absence forfeits 3 points for the day; a tardy forfeits 2 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me **that day** at gordon_gibb@byu.edu. A compelling reason could gain you an excused absence for the day.

Assignments

Assignment Descriptions

Syllabus quiz

Jan
17

Due: Tuesday, Jan 17 at 3:00 pm

Complete and submit the following.

Course Information

1. What is the minimum required percentage of total points to receive a grade of "A?"
2. What is the learning outcome for "Listening Comprehension?"
3. Explain the grading policy.
4. How do the attendance points work?
5. What should you do if you must miss a class?
6. How can you avoid distracting yourself or others with a computer or other device?
7. What is the required assignment format?
8. Explain the attributes of teacher professionalism expected in class.

University Policies

9. Differentiate intentional and inadvertent plagiarism.
10. Describe the Dress and Grooming standards as if you were explaining them to a new student.

Honig Oral language development summary

Jan
19

Due: Thursday, Jan 19 at 3:00 pm

1. Why doesn't one have to "teach" babies language sounds?

2. List, describe, and give 2 examples of each of the 5 domains of language.
3. Explain the role of storytelling in the classroom, specifically addressing multiple cultures and story reading with discussion.
4. Briefly summarize the research findings regarding socioeconomic influences in language learning.

Language and culture summary

Jan
26

Due: Thursday, Jan 26 at 3:00 pm

Family culture and communication

1. Think of your family as a culture. What language and language-usage patterns, rituals, rules, and customs are part of your family? Provide examples.

Lost in translation (Boroditsky)

2. Briefly explain what you think this statement could mean in people's lives: "Patterns in language offer a window on a culture's dispositions and priorities."

The relationship between language and culture (Elmes)

3. Choose one of the three claims to the relationship between language and culture and explain why you agree with it. Include one or more examples to support your position.

Culture and Language (Otto)

4. What did Heath describe about children's differences in story structures, language, and sense of truth between home and school?

Language delay and disorder summary

Feb
02

Due: Thursday, Feb 02 at 3:00 pm

Oral language development (Honig)

1. Write three examples of how disability can affect language skills.

Definitions of communication disorders and variations (Ad Hoc)

2. Contrast "language disorders" and "speech disorders." What is the difference in these two terms?
3. What is the purpose of augmentative/alternative communication systems?

Preschool language disorders (ASHA)

4. List three symptoms of receptive language disorders, and three symptoms of expressive language disorders. Select one disorder and explain how it might be treated.
5. Select one speech-language disorder and briefly explain how you think it could affect learning in school.

Listening and listening comprehension summary

Feb
14

Due: Tuesday, Feb 14 at 3:00 pm

Listening in early childhood (Jalongo, 2010)

1. List, describe, and give an example of each of the three levels of listening trajectory for very young children.

2. Briefly summarize how the author explains that "oral language and written language are fundamentally different."
3. Why are classrooms "notoriously poor listening environments?"

ESL Statistics (in-class assignment)

Feb
14

Due: Tuesday, Feb 14 at 4:15 pm

Summarize ESL statistics from the Calderon article as directed by Dr. Gibb

English language learning summary

Feb
23

Due: Thursday, Feb 23 at 3:00 pm

Preparing all teachers to meet the needs of English language learners (Samson & Collins, 2012)

1. Briefly summarize the identification process for English language learners, as required by the *No Child Left Behind Act* of 2001.
2. Why are "many teachers of ELLs increasingly concerned about being held accountable for their students' progress as measured by standardized tests?"
3. List and briefly explain the three areas in which all teachers with ELLS must have a strong understanding.
4. What would be the purpose of on-the-job performance evaluations for teachers of ELLs?

Oral to written language summary

Mar
02

Due: Thursday, Mar 02 at 3:00 pm

Differences between oral and written communication (Ferraro & Palmer)

1. Explain how "writing is a fairly static form of transfer" and speaking is a "dynamic transfer."
2. Differentiate between a speech and an oral presentation of written text.

Oral language and beginning reading (Hill)

3. What was the purpose of this study?
4. Refer to the summary section and briefly explain the relationship between phonology and reading.

MIDTERM exam

Mar
02

Due: Thursday, Mar 02 at 4:15 pm

Phoneme Pronunciation Test

Mar
07

Due: Tuesday, Mar 07 at 4:00 pm

Each participant will pass off the Phoneme Pronunciation Test in an oral exercise.

Phonemic awareness and phonics outline

Mar
09

Due: Thursday, Mar 09 at 3:00 pm

Start a *Put Reading First* outline by listing the topics "Phonemic Awareness" and "Phonics" and listing the definition and headline research findings under each topic as bullet points.

For example:

Phonemic awareness

(Definition here)

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- ...and so on

Fluency added to outline

Mar
16

Due: Thursday, Mar 16 at 3:00 pm

Vocabulary "Summer of the Monkeys"

Mar
21

Due: Tuesday, Mar 21 at 4:15 pm

Completed in class

Vocabulary added to outline

Mar
23

Due: Thursday, Mar 23 at 3:00 pm

Comprehension Summer of the Monkeys

Mar
23

Due: Thursday, Mar 23 at 4:15 pm

Text comprehension added to outline

Mar
28

Due: Tuesday, Mar 28 at 3:00 pm

DIBELS test booklets

Apr
18

Due: Tuesday, Apr 18 at 3:00 pm

Administer, score, and record on booklet cover for the following:

1. Kindergarten **Benchmark 2** for FSF, LNF, PSF, NWF
2. Grade 1 **Benchmark 2** for DORF

DIBELS Daze assessment

Apr
18

Due: Tuesday, Apr 18 at 3:00 pm

Assess one person using the DIBELS Daze Grade 3 Benchmark 1 assessment and score correctly.

Attendance

Apr
18

Due: Tuesday, Apr 18 at 3:00 pm

Attendance is required. You receive 2 attendance and participation points for each class. An absence forfeits 2 points for the day; a tardy forfeits 1 point for the day. Attendance and participation points contribute toward your final grade.

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Final Exam

Apr
19

Due: Wednesday, Apr 19 at 6:00 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and

Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without

proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Readings	Assignments Due
Week 1			
T Jan 10 Tuesday	Welcome and introductions What is language?		
Th Jan 12 Thursday	Components of language How language develops	<p>NOTE: For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.</p> <p><i>Oral language development</i> (Honig, 2007)</p> <p>Available in "Content"</p>	

Week 2			
M Jan 16 Monday	Martin Luther King Jr Day		
T Jan 17 Tuesday	How language develops		Syllabus quiz
Th Jan 19 Thursday	Language and culture Language and thought Culture and communication	<p><i>Lost in translation</i> (Boroditsky, 2010) http://online.wsj.com/article/SB10001424052748703467304575383131592767868.html</p> <p><i>The relationship between language and culture</i> (Elmes, 2013) http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf</p> <p><i>Culture and Language</i> (Otto, 2013) http://www.education.com/reference/article/culture-language/</p>	Honig Oral language development summary
Week 3			
T Jan 24 Tuesday	Language and culture Language and thought Culture and communication	<p><i>Social Language Use (Pragmatics)</i> http://www.asha.org/public/speech/development/Pragmatics/</p>	

Th Jan 26 Thursday	Language delay and disorder	<p><i>Oral language development</i> (Honig, 2007) pp. 606-611 Available in "Content"</p> <p><i>Definitions of communication disorders and variations</i> (ASHA¹) http://www.asha.org/policy/RP1993-00208.htm</p> <p><i>Preschool language disorders</i> (ASHA²) http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/</p>	Language and culture summary
Week 4			
T Jan 31 Tuesday	Language delay and disorder		
Th Feb 02 Thursday	Speech impairment	<p><i>Speech disorders in school</i> (ASHA³) http://www.asha.org/public/speech/development/schoolsFAQ.htm</p> <p><i>Early Detection of Speech, Language and Hearing Disorders</i> http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/</p>	Language delay and disorder summary
Week 5			

T Feb 07 Tuesday	Listening Listening comprehension	<p><i>Listening in early childhood</i> (Jalongo, 2010) Available in "Content"</p> <p><i>Let's Talk about Listening</i> (Ontario Schools, 2009) http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Talk_about_listening.pdf</p>	
Th Feb 09 Thursday	Listening Listening comprehension		
Week 6			
T Feb 14 Tuesday	English as a second language English language learners	<p><i>First and second language acquisition in childhood</i> (Clark, 2000) http://files.eric.ed.gov/fulltext/ED470889.pdf</p> <p><i>Effective instruction for English learners</i> (Calderon, Slavin, & Sanchez, 2011) http://www.futureofchildren.org/futureofchildren/publications/docs/21_01_05.pdf</p> <p><i>Preparing all teachers to meet the needs of English Language Learners</i> (Samson & Collins, 2012) Available in "Content"</p>	Listening and listening comprehension summary ESL Statistics (in-class assignment)
Th Feb 16 Thursday	English as a second language English language learners		
Week 7			

M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	Monday Instruction		
Th Feb 23 Thursday	From spoken to written language Five skills for reading	<p><i>Differences between oral and written language</i> (Ferraro & Palmer) https://www.mtholyoke.edu/acad/intrel/speech/differences.htm</p> <p><i>Oral language and beginning reading</i> (Hill, 2009) Available in "Content"</p> <p><i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p>	English language learning summary
Week 8			
T Feb 28 Tuesday	From spoken to written language Five skills for reading		
Th Mar 02 Thursday	English phonology Phonemic awareness Phonics	<p><i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</p> <p>The development of phonological skills http://www.readingrockets.org/article/development-phonological-skills</p> <p><i>Phonics worksheets</i> (K12Reader) Do not download or copy - provided in class. http://www.k12reader.com/subject/phonics-worksheets/</p>	Oral to written language summary MIDTERM exam

Week 9			
T Mar 07 Tuesday	English phonology Phonemic awareness Phonics		Phoneme Pronunciation Test
Th Mar 09 Thursday	Fluency Improving fluency Neural circuitry for reading	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	Phonemic awareness and phonics outline
Week 10			
T Mar 14 Tuesday	Fluency Improving fluency Neural circuitry for reading		
Th Mar 16 Thursday	New vocabulary Teaching vocabulary	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	Fluency added to outline
Week 11			
T Mar 21 Tuesday	New vocabulary Teaching vocabulary		Vocabulary "Summer of the Monkeys"
Th Mar 23 Thursday	Text comprehension	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf <i>Comprehension instruction: What works</i> (Pressley, 2000) http://www.readingrockets.org/article/68/?theme=print	Vocabulary added to outline Comprehension Summer of the Monkeys
Week 12			

T Mar 28 Tuesday	Assessing reading skills DIBELS	<p>Access materials at https://dibels.org/next/index.php</p> <ul style="list-style-type: none"> • Scroll down to "Download from DMG" • Sign up for free account • Use login to access assigned materials. <p>1. Print, bind, and bring</p> <ul style="list-style-type: none"> • DIBELS Next Assessment Manual • DIBELS Next Benchmark Assessment Materials for Grades K and 1 <p>2. Create two (2) Kindergarten and two (2) Grade 1 Benchmark Student Scoring Booklets.</p>	Text comprehension added to outline
Th Mar 30 Thursday	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	
Week 13			
T Apr 04 Tuesday	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	

Th Apr 06 Thursday	DIBELS Daze	<p><i>DIBELS Daze</i> materials</p> <p>Go to DIBELS DMG download site again.</p> <p>Print for Level 3 only</p> <ul style="list-style-type: none"> • One (1) Daze/Level 3 Benchmark Assessment Student Materials • One (1) Daze/Level 3 Benchmark Assessment Administration Directions and Scoring Keys 	
Week 14			
T Apr 11 Tuesday	DIBELS decision making	<p>Administer DIBELS</p> <p><i>DIBELS Next</i> materials</p>	Administer DIBELS
Th Apr 13 Thursday	Flex day: we tie up loose ends and help it all make sense.		Administer DIBELS
Week 15			
T Apr 18 Tuesday	<p>DIBELS wrap up</p> <p>Prep for final exam</p>	<p>DIBELS wrapup</p> <p>Prep for final exam</p>	<p>DIBELS test booklets</p> <p>DIBELS Daze assessment</p>
W Apr 19 Wednesday			Final Exam
Th Apr 20 Thursday	Winter Exam Preparation (04/20/2017 - 04/20/2017)		
F Apr 21 Friday	First Day of Winter Final Exams (04/21/2017 - 04/26/2017)		
Week 16			
T Apr 25 Tuesday			