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. Students will also gain knowledge of IDEA, the IEP process, and other school-related aspects of speech-language pathology.

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

1. Analyze curricular task demands and make intervention decisions
   - Objective/s (ASHA Standards: IIIB; IIIC; IIIG; IIID, IVB)
     - Assess the demands of a curricular tasks and texts
     - Adjust complexity of curricular tasks to support performance
     - Assess the match between text demands and student abilities
     - Write curriculum-based, behavioral objectives
     - Align language objectives with Common Core State Standards

2. Reflect on collaborative processes and service delivery systems
   - Objectives (ASHA Standards: IIIE; IIID; IIIG)
     - Analyze and reflect on the collaborative process
     - Apply a Response to Intervention (RTI) model to address the language needs of all children
     - Successfully navigate the IEP process
     - Understand IDEA and ESSA

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

4. Support comprehension and production of narrative texts
   - Objectives (ASHA Standard: IIID)
     - Analyze narrative texts
     - Plan to support narrative comprehension and production
o Analyze samples of children’s narratives

5. Support comprehension and production of expository texts
   • Objectives (ASHA Standards: IIID, IVB)
     o Analyze curricular texts
     o Decide how to support children’s understanding of expository texts
     o Create instructional activities for supporting content learning and text comprehension

6. Teach language and literacy rules (vocabulary, grammar, phonological awareness)
   • Objectives (ASHA Standards: IIID and IVB)
     o Integrate literacy with oral language instruction
     o Plan appropriate lessons to teach and support vocabulary and grammatical rule production
     o Create plans to teach phonological awareness or phonic rules

Course Expectations
Attend all class sessions
Be prepared to discuss assigned readings in class
Actively participate in all learning activities
Use phones/computers/tablets in class for immediate activities only

Required Textbook

Schedule of Classes

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments due</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>5/2</td>
<td>Intro to Course Can we start with the basics? IDEA and IEPs</td>
<td>Reading Connections 1: Nature of language disorders (Ch. 5) Reading Connections 2: Groundwork of practice (Ch. 1)</td>
<td>Chapter 5 (Nature of language disorders): pages 161 to 163; 164; 174 to 175; 178 to 180; 184 and 185 Chapter 1 (Groundwork of practice): pages 7 to 30</td>
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<tr>
<td>M</td>
<td>5/7</td>
<td>What is a language disorder in the school? What is the SLP’s role in the school? What does service delivery look like? How do I schedule my students?</td>
<td>Reading Connections 3: Structure of intervention (Ch. 2) Reading Connections 4: Assessment and goal setting &amp; Contextualized intervention (Ch. 3) Project 1: Video - The IEP</td>
<td>Chapter 2 (Structure of intervention): pages 41 and 42; Box 2.3 on page 47; 49; 57 to 64 (RISE) Chapter 3: (Assessment and goal setting): pages 76 to 88; (Contextualized intervention): pages 73 to 75 and 88 to 108</td>
</tr>
<tr>
<td>W</td>
<td>5/9</td>
<td>What does language intervention look like? How should I assess language in the school? What are the principles of evidence-based intervention?</td>
<td>Reading Connections 5: Vocabulary (Ch. 7) Elementary School Experiential</td>
<td>Chapter 7 Vocabulary: pages 248 to 266 and box 7.8 and 7.9</td>
</tr>
<tr>
<td>M</td>
<td>5/14</td>
<td>How do I assess vocabulary? How do I teach vocabulary?</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Connections</td>
<td>Chapter or Page References</td>
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<tr>
<td>M 5/21</td>
<td>What can I do to assess reading comprehension? What can I do to improve reading comprehension?</td>
<td>Reading Connections 7: Comprehension (Ch. 15)</td>
<td>Chapter 15: pages 567 to 570; 572; 576 to 602</td>
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<tr>
<td>W 5/23</td>
<td>How do I assess narrative language? How do I treat narrative language?</td>
<td>Reading Connections 8: Narrative Production (Ch. 9)</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>M 5/28</td>
<td>Memorial Day</td>
<td>No Class Today</td>
<td></td>
<td></td>
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<tr>
<td>M 6/4</td>
<td>How do I assess syntax? How do I treat syntax?</td>
<td>Reading Connections 9: Syntax (Ch. 8)</td>
<td>Chapter 8: pages 281 to 288; 295; 296 to 213; 313 to 324</td>
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<tr>
<td>M 6/11</td>
<td>Literacy…What is my role?</td>
<td>Reading Connections 10: Literacy Skills (Chs. 12 &amp; 13)</td>
<td>Chapter 12: pages 447 and 448; 451; 460-475; 476; 478 (word retrieval)</td>
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<td>Chapter 13: pages 497; 508; 510 to 512; 514 to 515; 516 to 519</td>
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<td></td>
<td></td>
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<td>Chapter 14: page 539; 549-551 (morphological awareness)</td>
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<tr>
<td>W 6/13</td>
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<td></td>
<td>Project 6: Contextualized Project</td>
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<tr>
<td>M 6/18</td>
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<td>Project 6: Contextualized Project</td>
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Assessment: Summary

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<tr>
<th>Measure</th>
<th>Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Experiential Learning</td>
<td>20</td>
<td>8.3%</td>
</tr>
<tr>
<td>Reading Connections (10 @ 10 points each)</td>
<td>100</td>
<td>41.7%</td>
</tr>
<tr>
<td>Projects (6 @ 20 points each)</td>
<td>150</td>
<td>50.0%</td>
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<tr>
<td>TOTAL</td>
<td>240</td>
<td>100%</td>
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</table>

Assessment Description

There are 240 points in this class.

Experiential Learning (20 points)

Students will have at least one opportunity to visit an elementary school and observe narrative-based language intervention and then do narrative-based language intervention with a student under the supervision of Dr. Petersen (a Utah licensed, ASHA Certified SLP). Students will be matched with Dr. Petersen’s research assistants who are working with students in the school. Students will make arrangements with a research assistant and with Dr. Petersen for when the school visit will take place. At a minimum, students will be required to view a PPT and complete a confidentiality quiz prior to participating in this activity. Other requirements for participation in this experiential learning opportunity may be imposed by the school or BYU.

Reading Connections (10 @ 10 points each) (100 points)

There will be 10 different Reading Connection activities this semester. Students are required to team up with a class peer and read the assigned material outlined in the syllabus schedule. Students are required to read at least part of the assignment and explain what they read to their peer. For each Reading Connection assignment, students will apply what they have read (and discussed) to a case scenario provided on the corresponding Reading Connection worksheet.

Projects (5 @ 20 points each and 1 @ 50 points) (150 points)

Students will complete 6 different projects. These projects will provide the students with an opportunity to synthesize and apply course content to a meaningful activity. Projects will include making videos and doing other activities that will facilitate learning. Project 6 is a final project that is worth 50 points.
Grading Policy

The TAs, and I make every effort to grade your work as accurately and fairly as possible. If we make an error in grading your work, please contact me within one week of receiving the grade and I’ll gladly correct any errors.

Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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</table>

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 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.

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.