

ASLP 679: School-aged Language Intervention
Syllabus; Spring Semester, 2008

T and TH: 3:00 to 5:30
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422-6456 or 422-6262

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 contexts 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 curriculum-based assessment decisions

Objective/s

Make dynamic assessment decisions

Assess match between demands of a curricular task and language abilities of a student

Identify advantages and disadvantages of formal and informal assessments (explain uses and misuses)

Analyze tools and tasks for assessing language skills

Set functional curriculum-based objectives for individual children

ASHA Standards addressed

IIIB; IIIC; IIIG; IIID, IVB

2. Implement and reflect on collaborative processes and strategies

Objective/s

Analyze and reflect on the collaborative process and strategies

Identify strengths and weaknesses of various service delivery systems

ASHA Standards

IIIE; IIID; IIIG

3. Analyze and support instructional discourse exchanges

Objective/s

Analyze an instructional exchange

Plan to orchestrate a discussion about a text, decide how to support turn taking

Implement strategies to deepen knowledge and support comprehension within instructional exchanges (manipulate context, content, and text variables)

Standards

ASHA: IIIC and D

4. Support comprehension and production of narrative texts

Objectives

Analyze children's narrative performance, set goals, and plan to support narrative comprehension and production

Standard

ASHA: IIID

5. Support comprehension and production of expository texts

Objective/s

Analyze the demands of curricular texts

Decide how to support children's understanding of expository texts

Map texts

Standard

ASHA: IIID

6. Facilitate and teach language and literacy rules (vocabulary, grammar, phonological awareness)

Objectives

Decide how to integrate literacy with oral language objectives and instruction

Plan appropriate lessons to teach and support vocabulary, concept knowledge, and grammatical rule production

Create plans to teach phonological awareness or phonic rules

Map concepts

Standard

ASHA: IIID and IVB

7. Plan a thematic, integrated unit

Objectives

Plan an integrated curricular unit

Adapt texts, select activities, and determine strategies for supporting content learning and text comprehension

Standard

ASHA: IIID, IVB

Assignments: 100 points

In class quizzes: 5

Analyze turn taking and plan to orchestrate an instructional exchange: 10 points

Conduct a narrative analysis and plan a lesson to support story comprehension and generation:
15 points

Analyze an expository text and plan a lesson to support comprehension: 15 points

Plan to teach a language rule: 10 points

Reflect on the collaborative process: 5 points

Plan a thematic, integrated unit: 40 points

Grading (% 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:

A+ = 100 - 98
B+ = 89 - 88
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

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 Accessibility Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor. 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. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Texts and Readings

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

Isabelle Beck, I., McKeown, M, and Kucan, L. (20002). *Bringing Words to Life*. NY: The Guilford Press (supplemental)

Utah State Core Curriculum:

http://www.usoe.k12.ut.us/curr/lang_art/elem/core/NewCore.htm

<http://www.usoe.k12.ut.us/curr/main/contentareas.htm>

Number the Stars, Chapter 5

Sign of the Beaver

Woodsong

ASLP 679: Language Disorders in School-Age Children

Lecture Schedule

Tuesday and Thursdays; 3:00 to 5:30; Spring, 2008

1. T April 29

Nature of LLD and language impairment

Persistent and changing nature of LLD

Nature of discourse/texts and curricular/classroom demands

The relationship among language, reading, and academic functioning

The collaborative process and service delivery models

The dynamics of collaboration; page 49 to 66

The problem solving process; page 66 to 72

Intervention models 72 to 92

Readings:

Chapter 1, Language and School Success; pages 3 and 4; 14 to 29

Chapter 2, Collaborative Partnerships and Decision Making

2. Th May 1

Assessment

Traditional assessment

Curriculum-based and dynamic assessment

Response to Intervention (RTI)

Readings: Chapter 3, Dynamic Assessment

Curricular-based objectives; page 47 to 49

Response to Intervention article

3. T May 6

Assessment

Objective setting

Analysis of discourse styles (IRE, conversational) and interactions

4. Th May 8

Instructional discourse

Nature of instructional discourse

Using instructional discourse to support comprehension

Orchestrating and scaffolding discussions

Readings: Instructional Discourse a Framework for Learning; Chapter 4

5. T May 13

Instructional discourse: Supporting text comprehension (Chapter 5)

Manipulating texts (organization, genre, content)

Manipulating contexts

Making connections: implicit to explicit; concrete to abstract; here and now to there and then; content to organization; content to emotions and experiences

Asking the right questions and making relevant comments

Readings: Chapter 5, Enhancing Comprehension of Discourse

6. Th May 15

Narrative text comprehension and production

Analysis of narrative text demands

Assessment of narrative comprehension and production

Facilitating narrative text comprehension and production

Readings: Chapter 7 (Narratives: Implementing a Discourse Framework); Table 6-2 (Cohesive Devices); page 227 in Chapter 6

7. T May 20

Narrative text comprehension and generation

Supporting inferencing

Readings: Chapter 7

Due: instructional discourse assignment (analyze and plan an instructional exchange)

8. Th May 22

Expository text comprehension and generation

Nature of narrative versus expository texts

Differences in text structure and conceptual demands

Analysis of expository text demands

Assessment of expository comprehension and production

Retelling, mapping and representing expository texts

Readings: Chapter 6, Expository Text Comprehension

9. T May 27

Expository text comprehension and generation

Manipulate factors influencing performance

Highlight text structure and connections

Activate prior knowledge

Embed content across contexts (plan an integrated unit)

Readings: Chapter 6, Expository Text Comprehension; Chapter 10, Planning a Collaborative Thematic Unit

Due: narrative assignment (conduct narrative analysis and plan to support comprehension and production)

10. Th May 29

Written texts

Model and support text generation

Engage students in process writing

11. T June 3

Vocabulary and concept knowledge

Nature of vocabulary and conceptual knowledge

Assessing semantic knowledge and vocabulary/concepts

Facilitating vocabulary learning within instruction

Explicitly teaching language rules (comprehension and production)

Readings: Bringing Words to Life (selected pages)

Due: Expository assignment (analyze expository texts and create a plan to support comprehension)

12. Th June 5

Grammatical rule knowledge

Discourse functions of grammatical forms and constructions

Analysis and objective setting

Grammatical intervention and word retrieval
Sentence combining

13. T June 10

Literacy instruction/intervention

The relationship between language and literacy
The literacy components
Phonological and phoneme awareness

Readings: Chapter 9 (Language and Reading)

14. Th June 12 --- last day of class

Literacy instruction

Teaching phonological awareness and phonics skills
Supporting reading comprehension and fluency

Due: Vocabulary assignment (plan to teach language rules)

15. T June 17 – exam preparation day

16. June 18 – exam due

Integrative unit plan – 40 points
Reflection on the collaborative process - 5

Readings: Chapter 10: Planning a Collaborative Thematic Unit

Assignments and Due Dates
ASLP 679: Language Disorders in School-Age Children
Tuesday and Thursday; 3:00 to 5:30; Spring, 2008

Note: All assignments, except for the reflection on collaboration and the quizzes can be done with a partner

Quizzes

Points: 5; 1 point per quiz

Topics: nature of language disorders, assessment, instructional discourse, narrative comprehension and production, expository comprehension and production

Due dates: TBA

Analyze turn taking and plan an instructional exchange
Conduct a discourse analysis; plan an instructional discourse exchange
Make decisions in regard to questions to ask, comments to make, and content to highlight

Points: 10

Due date: May 20

Conduct a narrative analysis and plan to support narrative skills
Analyze a child's narrative skills, write objectives based on present levels of performance, and plan a lesson to support narrative comprehension and production

Points: 15

Due date: May 27

Analyze an expository text and plan to support comprehension
Analyze the demands of an expository text and make decisions about how to manipulate those demands and support comprehension and content knowledge

Points: 15 points

Due date: June 3

Plan to teach language rules
Create a session/lesson plan designed to teach vocabulary and a literacy rule

Points: 10

Due date: June 12

Plan an integrated curricular unit

Select an appropriate narrative text that relates to the targeted theme

Write objectives for a student with a language impairment (language learning disability)

Analyze the demands of a targeted expository text

Adapt targeted texts to fit language levels of targeted students

Select activities to support language comprehension and production

Determine strategies for supporting content learning and text comprehension

Points: 40 points

Due: 6/18

Reflect on the collaborative process

Write a one-page reflection paper on how you used problem solving and communication strategies to collaborate with your partner. What processes or strategies did you try out? Which ones worked? Illustrate your paper with examples.

Points: 5

Due date: June 18