CSD 614-02

Online

Language, Literacy, and Learning

Fall 2023

Course Faculty Course Schedule

RaMonda Horton, Ph.D, CCC-SLP

ASHA Fellow **Course Schedule:** Asynchronous

Associate Professor **Course Location:** Virtual

**Office:** Ferguson 338

**Email:** **r\_horton@uncg.edu**

**Honorifics/Titles**: Dr.

**Pronouns:**  She/Her

**Course Information**

**Semester Credit Hours:** 4 **Office Hours**: Via Zoom/Teams by appointment

Catalog Description: Assessment and treatment of spoken and written language learning disabilities in school-age children and adolescents with special emphasis on the collaborative role of the speech-language pathologist in school-based settings. Prerequisites: Admission to appropriate degree program or permission of instructor.

Course Description: This course will provide students with information on language and literacy acquisition, key milestones, and stages. Students will be exposed to different frameworks used to understand the relationship between service delivery, literacy practices, and theory. The course offers an overview of service delivery considerations regarding identification of learning disabilities, literacy assessment, intervention/prevention of reading difficulties.

**Student Learning Outcomes (SLOs):**

Upon successful completion of this course, learners will be able to:

1. Demonstrate knowledge of language, reading, writing, and spelling development during the school age years.
2. Reflect on literacy frameworks across various disciplines and self-orientation and perspective on literacy and literacy instruction.
3. Recognize biological and social contributions to literacy acquisition; causes and risk factors for learning disabilities.
4. Identify and recognize a variety of tools and measures used to assess the language, reading, spelling, and writing of K-12 students.
5. Explain what factors should be considered in providing culturally relevant and appropriate service delivery for spoken and written language disabilities.
6. Correctly interpret and explain assessment information for differential diagnosis, that describes the strengths and weaknesses of students with reading or writing difficulties which also considers cultural and language variations.
7. Identify and apply procedures to improve language, phonological awareness, reading, and spelling abilities.
8. Develop goals and recommendations that consider curriculum standards and benchmarks for pk-12 grade level students.
9. Identify types of bias in literacy materials and select culturally relevant materials to improve language and literacy skills of children from diverse backgrounds.

**Standards:**This course address the following national and state standards:

[Council for Clinical Certification in Audiology and Speech-Language Pathology](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.asha.org%2Fcertification%2F2020-slp-certification-standards%2F&data=05%7C01%7CRHORTON8%40depaul.edu%7C1d67a3164a3c4eb7712408db1fc96a98%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638138722185024764%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2Bq62yEuqEwUCfeB4kw6%2F0Qtgxb1Wj31rS188ICSoRZQ%3D&reserved=0) (CFCC)

[Council on Academic Accreditation in Audiology and Speech-Language Pathology](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcaa.asha.org%2Fsiteassets%2Ffiles%2Faccreditation-standards-for-graduate-programs.pdf&data=05%7C01%7CRHORTON8%40depaul.edu%7C1d67a3164a3c4eb7712408db1fc96a98%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638138722185024764%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=tcXziRuoGKsYvOD1fEYP6QFkv213ZpYjHQB9E0parhU%3D&reserved=0) (CAA)

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| **Course Title** | **National Standards - ASHA** |
|  | **CFCC** | **CAA** |

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| --- | --- | --- |
| **CSD 614 Language Learning Disabilities** | IV-B, IV-D, IV-G, V-B | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4 B, 3.1.5B |

**\*DEI Statement:** This course includes student learning outcomes, content, and assessments to addresses multicultural education and/or multilingualism as required by 2023 CAA Standards.

Pedagogical Methods and Student Learning:

Teachers will present content via:

* on-line lectures
* supportive materials hosted online (CANVAS)
* videos
* readings
* structured online discussions

## Overview of Assessments

* Quizzes (35 points)
* Discussion Boards/Reading Response (20 points)
* Literacy Autobiography (15 points)
* Case Study (10 points)
* Critical Analysis and Review of Literacy Materials (20 points)

**Total Course Points Available: 100**

Required Course Text(s): All texts used for student learning are available through the UNC-G libraries.

Flanagan, D. P., & Alfonso, V. C. (2010). *Essentials of specific learning disability identification*. John Wiley & Sons, Incorporated.

Mills, K. (2015). [*Literacy theories for the digital age : social, critical, multimodal, spatial, material and sensory lenses*](https://login.libproxy.uncg.edu/login?url=https://ebookcentral-proquest-com.libproxy.uncg.edu/lib/uncg/detail.action?docID=4090983) (Ser. New perspectives on language and education, 45). Multilingual Matters.

Spear-Swerling, Louise. *The Power of RTI and Reading Profiles : A Blueprint for Solving Reading Problems*, Brookes Publishing, 2014.

Additional Readings and Evidence Base for the Course:

Readings will be posted on the course CANVAS site.

American Speech-Language-Hearing Association. (n.d.). Written Language Disorders. (Practice Portal). Retrieved August 25, 2022 from [www.asha.org/Practice-Portal/Clinical-Topics/Written-Language-Disorders/](https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/).

American Speech-Language-Hearing Association (n.d.). Spoken Language Disorders. (Practice Portal). Retrieved August, 26th, from <https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/>

American Speech-Language-Hearing Association (n.d). Webpage Disorders of Reading and Writing. Retrieved August 25, 2022 from: <https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/disorders-of-reading-and-writing/>

Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>

Chung, P. J., Patel, D. R., & Nizami, I. (2020). Disorder of written expression and dysgraphia: Definition, diagnosis, and management. *Translational Pediatrics, 9*(Suppl 1), S46–S54. [https://doi.org/10.21037/tp.2019.11.01](https://dx.doi.org/10.21037/tp.2019.11.01)

Hamilton, S. S., & Glascoe, F. P. (2006). Evaluation of children with reading difficulties. American Family Physician, 74(12), 2079-2086. Retrieved February 20, 2020, from <http://www.aafp.org/afp/2006/1215/p2079.html>

**Supplementary Course Materials**

American Speech-Language-Hearing Association (2016).  *Code of Ethics* [Ethics] Available form <http://www.asha.org/policy/ET2010-00309>

American Speech-Language-Hearing Association. (2016b). *Scope of practice in speech-language pathology*[Scope of practice]. Available from [www.asha.org/policy/](https://www.asha.org/policy/)

**CANVAS & Email Announcements:**

In addition to the specific assigned readings from the course texts, each student is expected to ***check both CANVAS and his/her email every day for announcements for this course***. Each student is required to have an active**@uncg.edu** email account that she/he checks regularly during the workweek. Students are responsible foradapting to any announcements concerning course and schedule changes, including changes in due dates,examinations, etc.

**Total Course Points Available: 100**

**Graduate courses grading requirements**

Graduate students must earn a B- or better in this course in order to meet the ASHA CFCC 2020 Standards indicated below. Summative and formative assessment are conducted through academic course methods such as papers, projects, and quizzes. A final course grade of B- or better reflects a student’s mastery of theoretical knowledge and concepts.

If there is inadequate (C+ or lower) performance on a formative assessment pieceof this course (e.g., quizzes, assignment, project, paper, case study) during the semester, the instructor may require the student to perform additional work during the semester to obtain the required Standards. Satisfactory completion of these requirements will ensure that students meet competencies but will not change the student’s grade in the course. If intervention is not completed satisfactorily, the student will not pass the course. If a student earns a C+ or lower in any graduate level course, the student is placed on academic probation.

A student placed on academic probation is expected to undergo mandatory intervention and an intervention plan will be developed at this time. Intervention plans for academic courses will be developed with the student and coordinated by the didactic course instructor in collaboration with the Program Director and faculty advisor. Student concerns and desired learning outcomes at the academic level will be addressed through the intervention plan. Intervention plans will be shared with the Online Externship Coordinator as appropriate.

**Final Grade Computation:** Numeric-letter grade equivalent.

Final grade assignments will be based on the final percentage out of 100 points:

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| --- | --- | --- | --- |
| **Grade** | **Final Percentage** | **Grade** | **Final Percentage** |
| **A** | 100-95% | **C+** | 79.75-78% |
| **A-** | 94.75-90% | **C** | 77.75-75% |
| **B+** | 89.75-88.75% | **C-** | 75.75-70% |
| **B** | 88.5-85% | **D+** | 67-69% |
| **B-** | 84.75-80% | **D** | 60-66% |
|  |  | **F** | Below 60 |

**Knowledge & Skills Competencies & Standards**

The objectives for this course address ASHA Knowledge and Skills Acquisition standards for individuals who seek a Certificate of Clinical Competence in the area of speech-language pathology. See the standards noted above for each course objective.

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| **Assessment of SLOs** | Discussion Board/Reading Responses | **Quizzes** | Case Study | Literacy Autobiography | Critical Analysis and Review of Literacy Materials |
| * SLO 1: Demonstrate knowledge of language, reading, writing, and spelling development during the school age years.
* SLO 3: Recognize biological and social contributions to literacy acquisition; causes and risk factors for learning disabilities

**ASHA-CFCC (Standard IV-B); CAA *3.1.2B*.**  |  \* | \* | \* |   |  |
| * SLO 2: Reflect on literacy frameworks across SLP and various disciplines and self-orientation and perspective on literacy and literacy instruction.

**ASHA-CFCC  (Standard V-B); CAA *3.1.1B* .**  |  |  |   | \* | \* |
| * SLO 4: Identify and recognize a variety of tools and measures used to assess the language, reading, spelling, and writing of K-12 students.
* SLO 6: Correctly interpret and explain assessment information for differential diagnosis, that describes the strengths and weaknesses of students with reading or writing difficulties which also considers cultural and language variations.

**ASHA-CFCC  (Standard IV-D); CAA *3.1.3B*  .** | \* |  \* | \* |   |  |
| * SLO 5: Explain what factors should be considered in providing culturally relevant and appropriate service delivery for spoken and written language disabilities.

 **ASHA-CFCC  (Standard IV-D); *3.1.3B*** |   | \* | \* |  \* | \* |
| * SLO 7: Identify and apply procedures to improve language, phonological awareness, reading, and spelling abilities.

**ASHA-CFCC  (Standard IV-D and IV-G); CAA 3.1.1 B and 3.1.5 B.** |  \* |  \* | \* |  |  |
| SLO 8: Develop goals and recommendations that consider curriculum standards and benchmarks for pk-12 grade level students**ASHA-CFCC  (Standard V-B); CAA 3.1.5B.** |  \* |   | \* |  |  |
| * SLO 9: Identify types of bias in literacy materials and select culturally relevant materials to improve language and literacy skills of children from diverse backgrounds.

**ASHA-CFCC  (Standard IV-D and IV-G); CAA 3.1.1 B and 3.1.5 B.** |  | \* |  |  | \* |

**Course Outline**

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| **Week/Dates** | **Topic in Text** |
| Week 1August 15th-19th | SyllabusIntroduction to CourseOverview and Foundations  |
| Week 2August 20-26th | Developmental Frameworks, Causes, Risk Factors, and Etiology |
| Week 3 August 27th-Sept 2nd  | Classification; And Terminology |
| Week 4September 3rd-Sept 9th  | Cognitive Scientist Perspective and The Big 5 of Literacy  |
| Week 5September 10th  | Reading and Writing Development and Disabilities |
| Week 6September 17th  | Social Cultural Perspective |
| Week 7September 24th  | Identification of Language and Learning Disabilities |
| Week 8October 1st  | Assessment of Learning Disabilities |
| Week 9October 8th  | Fall Break |
| Week 10October 15th  | PK-12 Considerations |
| Week 11October 22nd  | Micro and Macro Considerations for Intervention |
| Week 12October 29th  | Culturally Affirming Literacy Practices |
| Week 13November 5th  | Reviewing and Evaluating Bias in Literacy Materials and Activities |
| Week 14November 12th | English Language Learners |
| Week 15November 19th -25th | Thanksgiving |
| Week 16 November 26th- December 1st | Work on Materials Review |
|  FINALS WEEKMonday December 4th | No Final Exam but Materials Review Project is Due |