

CSD 655 – Spring, 2011
Structured Language Intervention
Language Literacy Issues
(2 hours - Tuesday, 1:00-2:50)
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Course Description:

Examination of the inter-relationship of language reading skills and the best practice models for therapeutic intervention throughout the lifespan.

Required Texts:

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author (ISBN: 9781433805615)

Nelson, N. W., (2010). Language and literacy disorders: Infancy through adolescence. Boston: Allyn & Bacon. (ISBN: 978-0-205-50178-6)

Student Learning Objectives:

1. Students will be familiar with the relationship between oral language development and literacy development. (Standard III-B)
2. Students will understand the vocabulary and concepts associated with literacy (encoding and decoding). (Standard III-B)
3. Students will be proficient in diagnosing and treating reading and writing deficits. (Standard III-B)

Course Requirements:

1. Three exams and a final will be administered. The format of each exam may vary and will be discussed prior to the exam date. Exams will be comprehensive in the sense that performance will rely on understanding of previous material.
2. Each student will complete and submit a folder associated with a children's book. This submission must include:
 - a. a copy of the book (or photocopy of the book for reference purposes only),
 - b. lesson plans for three hypothetical clients with different objectives,
 - c. post-it notes on each page addressing those objectives, and
 - d. hypothetical SOAP notes on each client,This folder will **not** be accepted after the due date unless the student has made prior arrangements.
3. Students will complete a research report on one of the following five methods for teaching language-literacy to language-impaired students. Reports will be completed

by groups of two or three students and need to describe the method, and the existing evidence on the method's efficacy. The written report (APA format, of course) will be due on the day that method is presented in class. The methods and groups are as follows:

Lisa Brown and Kaylee Carlson

The Language!™ Curriculum

<http://store.cambiumlearning.com/ProgramPage.aspx?parentID=019005277&functionID=009000008&pID=LANGUAGE!&site=sw>

Meghann Delaplaine and Jamie Graham

Lindamood-Bell Learning Systems™

<http://www.lindamoodbell.com/programs/index.aspx>

Lauren Krapp, Catherine McMenamy and Lacey Nunnally

The Orton-Gillingham Method

<http://ortonacademy.org/>

Megan Parsons, Rachel Pugh, and Amelia Roberts

SRA Direct Instruction Methods (i.e., Reading Mastery & Corrective Reading)

https://www.sraonline.com/di_family.html?PHPSESSID=453641fbb0098d0ef95762a2f02c6138§ion=1&family=3307

Heather Stewart, Katie Teutsch, and Danielle Wheeler

The Wilson Method (Wilson Reading System and Foundations)

<http://www.wilsonlanguage.com/index.htm>

Changes in Course Requirements:

The instructor reserves the right to change the course assignments and/or testing procedures. However, students will be adequately notified of any changes during class meetings.

Grades:

70%	Exams and Final
20%	Children's Book Folder
10%	Literacy Method Report

Professional conduct:

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell

- phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class.
 3. Come to class on time to minimize distractions and be considerate of the rest of the class.
 4. Any requests for assignment changes must be approved **ahead** of time. No exceptions!

Students with Disabilities:

“It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.”

“Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.”

Academic Integrity:

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Assessment:

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and

Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**