Course Description:
Structured Language Intervention- Language Literacy Issues. (2) Spring. Examination of the inter-relationship of language reading skills and the best practice models for therapeutic intervention throughout the lifespan.

Required Materials:

Supplemental readings will be required during the course.

Course Objectives:
This course addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence. ASHA upholds seven Standards related to academic and clinical training, as well as continuing education. This course contributes to meeting the requirements of Standards III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B and IV-G. Each student will maintain a KASA (Knowledge and Skills Assessment) form in order to track individually acquired knowledge and skills related to the Standards. The CSD Program also maintains knowledge and skills records using the Calipso system. Upon completion of this course the student will exhibit basic knowledge of the following general objectives by achieving a passing grade on all exams and course projects. Specific unit objectives will be presented with the schedule. The student will demonstrate understanding of:
• The relationship between oral language development and literacy development
• The vocabulary and concepts associated with literacy (encoding and decoding)
• Diagnosing and treating reading and writing deficits In order to avoid misunderstandings regarding course policies, the student is provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

Course Expectations:
• Students are expected to attend every class. To be excused from class, a student must contact the instructor (either by phone [501-279-4633], or email [tullos@harding.edu]) explaining the cause of the absence. Students are responsible for any assignments or announcements made during the absence and should contact a fellow classmate for details.
• All cell phones must be turned off during class. Do not text or e-mail during class. Any texting or emailing during a quiz or test will be considered cheating, and a zero will be given for the assignment.
• Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
• All typed assignments must be double-spaced, using 12 point type size in a serif
typeface (see Typeface section in APA manual. This includes Times, Times New
Roman or Courier fonts.

Course Requirements
• A midterm and a comprehensive final examination will be given.
• Students will complete a research report on a method of teaching language-literacy to
language-impaired students. Reports will be completed by groups of two or three
students and must describe the method and the existing evidence on the method’s
efficacy. The written report (in APA format) will be due on the day that these are
presented in class.
• Each student will complete and submit a folder associated with a children’s picture
book. This submission must include:
  – a copy of the book (or photocopy of the book for reference purposes only)
  – lesson plans for three hypothetical clients with different objectives related to
    presented book
  – post-it notes on each page addressing those objectives for each child
• Students working in groups will complete an evaluation using diagnostic tools for
assessing language-literacy abilities. Students will demonstrate the use of the
evaluation tool to the class.

Final grades will be based on the following percentage values:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>70%</td>
</tr>
<tr>
<td>Report</td>
<td>10%</td>
</tr>
<tr>
<td>Book folder</td>
<td>10%</td>
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<tr>
<td>Assessment</td>
<td>10%</td>
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</tbody>
</table>

All assignments must be submitted to receive a passing grade in this class!

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 219 in the Student 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.
Time Management Expectations
For every class hour, the typical student should expect to spend at least two additional clock hours of problem solving, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning.

Academic Integrity
Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

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. 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.

Instructor
Daniel C. Tullos, Ph.D., CCC-SLP
501-279-4633
tullo@harding.edu
Swaid 104
I am always available by chance or by appointment. I spend a good deal of my time in my office and I welcome you to stop by with questions or concerns. To guarantee that I am available, please make an appointment.
CSD 655: Tentative Course Calendar
Fall, 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Orientation and Introduction to Course, Framework for Language-Literacy Practice, Chapter 1</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Framework for Clinical Practice, Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>8</td>
<td>Language/Literacy Policies and Practices, Chapter 4</td>
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<tr>
<td>15</td>
<td>Reading Disabilities: Defining, Classifying and Causes, Chapter 5, 6, &amp;7</td>
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<tr>
<td>22</td>
<td>Infants and Toddlers Assessment, Chapter 8</td>
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<td>29</td>
<td>Infants and Toddlers Intervention, Chapter 9</td>
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<td>Oct. 6</td>
<td>Preschool Assessment, Chapter 10</td>
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<td>Preschool Intervention, Chapter 11</td>
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<td><strong>Exam 1</strong></td>
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<td>School-Age Assessment, Chapter 12</td>
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<td>Nov. 3</td>
<td>School-Age Intervention, Chapter 13</td>
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<td>10</td>
<td>Intervention for Special Populations, Chapter 14</td>
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<td>17</td>
<td>Diagnostic Demonstrations</td>
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<td>24</td>
<td>Thanksgiving Break</td>
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<td>Dec. 1</td>
<td>Children’s Literature Project due</td>
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<td>8</td>
<td>Research Presentations</td>
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<tr>
<td>TBD</td>
<td>Final</td>
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