

PREVIOUS COURSE SYLLABUS

Language Learning Disorders in School Age Children

Course Description

This course is designed to introduce the student to current issues in the study of children with specific language impairment. The course will focus on issues in cognition, pragmatics, assessment and intervention. Students will be provided with an opportunity to learn:

- 1) Potential sources of language learning difficulty.
- 2) Relationships between cognition and language.
- 2) Specific cognitive abilities of language-impaired children.
- 3) Conversational, narrative, and metalinguistic skills of language-impaired children.
- 4) Current assessment and intervention approaches.

Course Format

The course will consist of class discussion, presentations, and activities. An individual or team of individuals will be responsible for summarizing the material and leading the class discussion for each class period. Readings will be assigned and should be read by all students prior to class. Each student should read the articles critically and be prepared to discuss them in class.

Course Requirements

Each student is responsible for the course assignments listed below with their respective due dates. Each assignment will be graded. Maximum point values for each assignment are listed next to the assignment below. Course grade will be determined by totaling the point values for each assignment. Points will be deducted for late work. Five points will be deducted for each class period an assignment is late.

Class Participation. Each student is expected to read the articles and come to class prepared to discuss the articles and issues scheduled for that time. Each student is required to lead the class discussion with another class member on two different class periods. Each student will present a summary of his/her term paper to the class on the day of the final examination. Grading will be based upon the degree to which each student fulfills these requirements. The thirty points will be distributed as follows:

- Class Leader = 10 points
- Discussion participant = 10 points
- Paper presentation = 10 points

Academic Conduct: Students are expected to abide by the rules of academic conduct in compliance with UWS Chapter 14 (see UW-W Student Handbook). For this course, students will be researching a topic for preparation of a term paper. It is important to cite authors of all outside sources used in the paper. Direct quotes must be used sparingly and cited appropriately when used. Appropriate citations must be made to avoid any impression of plagiarism. Additionally, students will be working in teams and are encouraged to discuss class topics and issues. However, all written assignments must be completed individually. Any violations of university policy as applied to this class will be dealt with on an individual basis.

Course Readings

A reading packet is available at Copy Cats, 1117 W. Main. In addition, a copy of the reading packet will be replaced on reserve at the main library. Some articles will not be in the reading packet but will be available on reserve at the library.

Syllabus and Reading Assignments

- 9/7 Introduction to course. Discussion of course requirements and assignments. Theories of language acquisition. What is language-impairment? What is cognition? Relationships between language and cognition. Who is language impaired?
1. Leonard, L. B. (1991). Specific language impairment as a clinical category. Language, Speech, and Hearing Services in Schools, 22, 66-68.

2. Kail, R., & Bisanz, J. (1982). Information processing and cognitive development. Advances in child development and behavior, 17, 45-81.

10/5

Attention and Memory Skills of Children with Specific Language Impairment. Implications for assessment and intervention.

1. Crais, E. R., & Chapman, R. S. (1987). Story recall and inferencing skills in language/learning disabled and nondisabled children. Journal of Speech and Hearing Disorders, 52, 50-55.

2. Kirchner, D. M., & Klatzky, R. L. (1985). Verbal rehearsal and memory in language-disordered children. Journal of Speech and Hearing Research, 28, 556-564.

3. Riddle, L. S., & Johnston, J. R. (1992). The attentional capacity of children with specific language impairment. Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Antonio, Texas.

4. Weaver, C. (1993). Understanding and educating students with attention deficit hyperactivity disorder: Toward a system theory and whole language perspective. American Journal of Speech-Language Pathology, 2, 79-89.

10/12

Scripts. Schema knowledge and relationship to language. Implications for assessment and intervention.

*1. Fivush, R., & Slackman, E. (1986). The acquisition and development of scripts. In K. Nelson (Ed.), Event knowledge: Structure and function in development (pp 71-96). Hillsdale, NJ: Lawrence Erlbaum.

*2. Furman, L., & Walden, T. (1990). Effect of script Knowledge on preschool children's communicative interactions. Developmental Psychology, 26, 227-233.

*3. Duchan, J. (1991). Everyday events: Their role in language assessment and intervention. In T. Gallagher (Ed.), Pragmatics of Language: Clinical Practice Issues. San Diego, CA: Singular Press.

- 11/9 Narratives. Components of the story. Development of narratives.
1. Owens, R.E. (1991). Language disorders: A functional approach to assessment and intervention. New York: Macmillan. Read Chapter 6, pp. 151-169.
 2. Page, J. L., & Stewart, S. R. (1985). Story grammar skills in school-age children. Topics in Language Disorders, 16-30.
 3. Westby, C. E. (1982). Cognitive and linguistic aspects of children's narrative development. Communicative Disorders, 6, 1-16.
- 11/16 Narrative abilities of language-impaired children. Assessment and intervention strategies.
1. Merritt, D. D., & Liles, B. Z. (1989). Narrative analysis: Clinical applications of story generation and story retelling. Journal of Speech and Hearing Disorders, 54, 438-447.
 2. Purcell, S. L., & Liles, B. Z. (1992). Cohesion repairs in the narratives of normal-language and language-disordered school-age children. Journal of Speech and Hearing Research, 35, 354-362.
 3. Paul, R., & Smith, R. L. (1993). Narrative skills in 4-year-olds with normal, impaired, and late-developing language. Journal of Speech and Hearing Research, 36, 592-598.
 - *4. Wallach, G. P., & Miller, L. (1988). Language intervention and academic success. Austin, TX: Pro-Ed. Read Chapters 5 and 6.
- 11/23 Metalinguistics. What develops?
1. Van Kleeck, Anne (1982). The emergence of linguistic awareness: A cognitive framework. Merrill Palmer Quarterly, 28, 237-265.
 2. Flood, J., & Salus, M. (1982). Metalinguistic awareness: Its role in language development and its assessment. Topics in Language Disorders.
 3. Kamhi, A. (1987). Metalinguistic abilities in language-impaired children. Topics in Language Disorders, 7, 1-12.

2. Connell, P. J., & Stone, C. A. (1992). Morpheme learning of children with specific language impairment under controlled instructional conditions. Journal of Speech and Hearing Research, 35, 844-852.
3. Weismer, S. E., & Murray-Branch, J. (1989). Modeling versus modeling plus evoked production training: A comparison of two language intervention methods. Journal of Speech and Hearing Disorders, 54, 269-281.

12/21 Final Class, 10:00-12:00. Paper presentations.

*Article will be on reserve at the library.

IV. LEARNING EXPERIENCES

Each student is responsible for completion of the following learning experiences by dates indicated in course schedule.

A. *Research Paper*

Each participant will write a research paper related to language learning disabilities in school-aged children. The paper should not exceed 6 double-spaced typed pages followed by references (APA style). One of your classmates will read your completed paper and critique it prior to submission to me for evaluation. You will then make the appropriate changes and then submit the revised paper and the original paper with the reviewer's comments. Further guidelines will be presented in class.

B. *Expert Presentation*

Each participant will serve once as an expert on a particular topic that relates to the content unit being covered. Students will be expected to read about the topic, review and integrate any relevant literature and then present this information to the class using any format you wish. The presentations should be accompanied by a handout (no more than 6 pages including references) for distribution to class. Presentation and handout guidelines will be handed out in class.

C. *Research Abstract*

Select a research article from the last three years that relates to the content unit you've been assigned. Submit your choice at the beginning of the content unit so that we can avoid duplication. Your abstract (no more than 2 pages) should consist of the following headings: Complete Reference (APA style) Question, Subjects, Procedures, Results, Discussion, your Critique.

D. *Case Study*

For this activity you will work in groups. Select a case from your own experience or clinic files that relates to the content area you've been assigned. For an assessment case study, you will summarize and present background information and reason for referral to the class. You will then lead the class through clinical problem solving steps to develop an assessment protocol and then compare the class protocol to the actual assessment protocol used. For an intervention case study, you will summarize and present initial evaluation results. You will then lead the class through clinical problem solving steps to develop intervention recommendations and compare the class recommendations to the actual recommendations implemented.

E. *Language Sample Analysis (LSA) Project*

You will conduct further qualitative analyses of the language sample you transcribed last semester. Details will be given out in class.

F. *Final Examination*

The final take-home comprehensive exam will be comprised primarily of application questions that will require integrative thinking and writing. For example, case history information may be provided and students will be required to answer a set of questions relating to the case.

IX. ACCOMMODATION OF RELIGIOUS BELIEFS

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes, of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Timetable titled Accommodation of Religious Beliefs.

X. ACADEMIC CONDUCT

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary procedures.

XI. ABSENCE FOR UNIVERSITY SPONSORED EVENTS

University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing classes in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted as an absence. A university sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

XII. ACCOMMODATIONS FOR FULL PARTICIPATION

Please let me know with reasonable advance notice if you have any needs based on a disability that may require a reasonable modification in order for you to participate fully in this course. Students should be prepared to provide documentation of disability status to:

(a) ADA/504 coordinator, John Truesdale, 1004 Roseman, phone 472-4711

or

(b) Deb Hall, Project Assist, 2021 Roseman, phone 472-4788.

XIII. SYLLABUS CHANGES

The schedule and procedures in this course may change. Students are responsible for any syllabi changes announced in class, via E-mail, or in writing.

- Ball, E.W. (1997). Phonological awareness: Implications for whole language and emergent literacy programs. Topics in Language Disorders, 17(3), 14-26.
- Blachman, B.A. (1994). Early literacy acquisition: The role of phonological awareness. In G.P. Wallach, & K.G. Butler, (Eds.). Language Learning Disabilities in School-Age Children and Adolescents. (pp. 253-274). New York, NY: Macmillan College Publishing Company, Inc
- Catts, H.W. (1996). Defining dyslexia as a developmental language disorder: An expanded view. Topics in Language Disorders, 16(2), 14-29.
- Damico, J.S. (1991). Clinical discourse analysis: A functional approach to language assessment. In C. S. Simon (Ed.). Communication Skills and Classroom Success. (pp. 125-148). Eau Claire, WI: Thinking Publications
- Gerber, A. (1993). Language-related learning disabilities: Their nature and treatment. Baltimore: Paul H. Brookes.
- Menyuk, P., & Chesnick, M. (1997). Metalinguistic skills, oral language knowledge, and reading. Topics in Language Disorders, 17(3), 75-87.
- Nelson, N.W. (1991). Teacher talk and child listening-Fostering a better match. In C. S. Simon, (Ed.). Communication Skills and Classroom Success. (pp. 78-103). Eau Claire, WI: Thinking Publications.
- Riccio, C.A., & Hynd, G.W. (1996). Neuroanatomical and neurophysiological aspects of dyslexia. Topics in Language Disorders, 16(2), 1-13.
- Silliman, E.R., & Wilkinson, L.C. (1994). Discourse scaffolds for classroom intervention. In G.P. Wallach, & K.G. Butler, (Eds.). Language Learning Disabilities in School-Age Children and Adolescents. (pp. 27-52). New York, NY: Macmillan College Publishing Company, Inc.
- Wallach, G.P., & Butler, K.G. (1994). Creating communication, literacy, and academic success. In Wallach, G.P., & K.G. Butler (Eds.). Language Learning Disabilities in School-Age Children and Adolescents. (pp. 2-26). New York, NY: Macmillan College Publishing Company, Inc.
- Westby, C.E. (1991). Learning to talk-talking to learn: Oral-literate language differences. In C.S. Simon, (Ed.). Communication Skills and Classroom Success. (pp. 334-355). Eau Claire, WI: Thinking Publications.