

# SYLLABUS for CDSC 310: LITERACY DEVELOPMENT

Spring, 2008: T, R 8:30 – 9:45 a.m.

**INSTRUCTOR:** Linda A. Deats, M.A., CCC-SLP Sturges 209 (585) 245-5019  
**E-MAIL:** robinson@geneseo.edu  
**OFFICE HOURS:** Tuesday, Thursday 10:00 - 12:00 and by appointment. Appointments are scheduled through Monica Morris, Clinic Secretary at 245-5332 or morrism@geneseo.edu

**TEXTS:** Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Paul H. Brookes Publishing Company.

Bursuck, W.D. & Damer, M. (2007). *Reading Instruction for Students Who Are At Risk or Have Disabilities*. Boston: Pearson Education, Inc.

Scholastic (2002). *Scholastic success with grammar workbook Grade 4*. New York: Scholastic.

Scholastic (2002). *Scholastic success with grammar workbook Grade 5*. New York: Scholastic.

There is also a notebook of class handouts which contains some required readings.

**\*\*\*These are available at Sundance Books.**

## RESERVED READINGS (in order of occurrence):

Jalongo, M. R. (2003). Helping young children become better listeners. In *Early Childhood Language Arts-Third Edition* (pp. 71-94). Boston: Pearson Education Group, Inc.

Morrow, L.M. (2005). Literacy and diversity: Meeting needs of children with special concerns. In *Literacy development in the early years* (pp. 53-71). Boston: Allyn and Bacon.

**\*\*\*These are on reserve through eRes through Milne library. Password is reading.**

## COURSE PREREQUISITES:

### Student

- ✓ Must be declared a major in the Department of Communicative Disorders and Sciences in the NYS certification tract.
- ✓ Must have completed CDSC 238, 240, 242, 243/244.
- ✓ Must drop this course if all prerequisites are not met.

## LEARNING OUTCOMES:

At the completion of this course, students will be able to:

1. summarize the NYS learning standards and assessment procedures.
2. demonstrate appropriate professional speaking abilities.
3. explain the listening process and intervention for those with listening difficulties.
4. define the roles and responsibilities of the speech-language pathologist in reading and writing disorders.
5. summarize the causes of reading and writing difficulties including psychological, neurological, linguistic and culturally based causes.
6. summarize the development of reading and intervention for reading disorders including selecting and adapting appropriate materials and strategies for the individual child using methods for evidence based practice.
7. summarize the development of writing and the intervention of writing difficulties including selecting and adapting appropriate materials and strategies for the individual child using methods for evidence based practice..
8. summarize goal/objective writing for reading and writing disorders and measuring and evaluating individual performance on these objectives.
9. demonstrate an understanding of the importance of cultural variables and their influence on the development and intervention of reading and writing.
10. summarize the assessment and intervention of phonological awareness using methods for evidence based practice.

11. summarize the development of spelling and intervention for spelling disorders including selecting and adapting appropriate materials and strategies for the individual child using methods for evidence based practice.

Learning outcomes 5, 9 comply with ASHA Standard III.C.  
 Learning outcomes 2, 3, 6, 7, 8, 9, 10, 11 comply with ASHA Standard III.D.  
 Learning outcome 4 complies with ASHA Standard III.E.

**GUIDELINE FOR COURSE CONTENT:**

(*Italicized* readings can be found in your handout book and “on reserve” readings can be found on eres)

<b>Week</b>	<b>Topic</b>	<b>Reading Assignment</b>
<b>1/22/08</b>	NYS Learning Standards	_____ <i>Eats, Shoots, and Leaves</i> _____ <i>Reading Test Scores Up Overall Across NY</i> _____ <i>Find Out Testing Results for Your Child’s School</i> _____ <i>Test Scores Show Gaps...</i> _____ <i>Friday Faceoff: Standardized Tests</i> _____ <i>Disabled Students Improve Grades</i>
<b>1/29/08</b>	Presentation Preparation Speaking: Delivery	_____ <i>The Campaign Against ‘Like’</i>
<b>2/5/08</b>	The Listening Process	
<b>2/12/08</b>	The Listening Process Listening Intervention	_____ <i>Jalongo chapter on reserve</i>
<b>2/19/08</b>	Listening Intervention Exam #1 (2/21/08)	
<b>2/26/08</b>	Introduction to Literacy	
<b>3/4/08</b>	Causes of Reading Disabilities	_____ <i>Morrow chapter on reserve</i>
<b>3/11/08</b>	Phonological Awareness	_____ <i>Blachman—</i> _____ <i>Introduction</i> _____ <i>Lessons and Teacher Notes 1-8, 10-16, 18-25, 39-40</i> _____ <i>Frequently Asked Questions after materials section</i> _____ <i>Bursuck and Damer - Chapter Two</i> _____ <i>Getting Ready to Read</i>
Spring Break Week of March 17, 2008		
<b>3/25/08</b>	Develop. of Reading/Writing	_____ <i>More Than Scribbles</i> _____ <i>Reading to Baby is a Gift to Last a Lifetime</i> _____ <i>Good Counsel: Local Advice-Reading Problems</i>
<b>4/1/08</b>	Develop. of Reading/Writing Exam #2 (4/3/08)	
<b>4/8/08</b>	Reading/Writing Intervention	_____ <i>Bursuck and Damer - Chapters One and Three</i> _____ <i>Storytime</i> _____ <i>Reading to Kids Builds Their Skills</i> _____ <i>Read Aloud to Older Kids, Too</i> _____ <i>Help Your Kids Pick a Good Book</i>
<b>4/15/08</b>	Reading/Writing Intervention:	_____ <i>Bursuck and Damer - Chapters Four and Five</i> _____ <i>Knowledge Deficits: The True Crisis in Education</i> _____ <i>Slps’ Foundational Role in Reading Comprehension</i> _____ <i>A Narrow View of Reading Promotes Comprehension</i>

- 4/22/08** GREAT Day-No class (4/22/08)  
Reading/Writing Intervention \_\_\_\_\_ Scholastic Success with Grammar Grades 4 and 5—  
Read all the “Reteaching” notes  
Many of these notes will occur more than once within the same workbook but you need to only read each one once BUT know that the same grammatical topics are explained within each grade level workbook so be sure to read both for differentiated instruction information.
- 4/29/08** Spelling Intervention  
**5/6/08** Spelling Intervention

**FINAL EXAM:** Tuesday, May 13, 2008: 8:00 – 11:00a.m.

Tentatively:

**Exam #1:**

- ✓ NYS Learning Standards, Presentation Preparation and Delivery, the Listening Process and Listening Intervention
- ✓ Grammar Review Sheet
- ✓ Readings:
  - *Eats, Shoots, and Leaves*
  - *Reading Test Scores Up*
  - *Find Out Testing Results for Your Child’s School*
  - *Test Scores Show Gaps*
  - *Friday Faceoff: Standardized Tests*
  - *Disabled Students Improve Grades*
  - *The Campaign Against ‘Like’*
  - Jalongo chapter on reserve.
- ✓ Presentations

**Exam #2:**

- ✓ Introduction to Literacy, Causes of Reading Disabilities, Phonological Awareness, Development of Reading and Writing
- ✓ Grammar Review Sheet
- ✓ Readings:
  - Morrow chapter on reserve
  - pages from Blachman text
  - Bursuck and Damer text--chapter two
  - *Getting Ready to Read*
  - *More Than Scribbles*
  - *Reading to Baby is a Gift to Last a Lifetime*
  - *Good Counsel: Local Advice-Reading Problems*
- ✓ Presentations

**Final Exam:**

- ✓ Reading, Writing, and Spelling Intervention
- ✓ Grammar Review Sheet
- ✓ Readings:
  - Bursuck and Damer text--chapters one, three, four and five
  - pages from Scholastic Success with Grammar Grades 4 and 5
  - *Storytime*
  - *Reading to Kids Builds Their Skills*
  - *Read Aloud to Older Kids, Too*
  - *Help Your Kids Pick a Good Book*
  - *Knowledge Deficits: The True Crisis in Education*
  - *SLPs’ Foundational Role in Reading Comprehension*
  - *A Narrow View of Reading Promotes Comprehension*
- ✓ Presentations

## **ASSIGNMENT: ORAL PRESENTATION AND WRITTEN PAPER**

You are required to complete about a 20-minute oral presentation with at least one other student in the class. A handout for the class must accompany this presentation. You choose a topic from those which are pre-selected by the instructor. A sign-up for these topics will be posted after the second day of class.

Because the topics cover actual course content, the exact presentation date is difficult to predetermine. The **week** you should be prepared to present will be included on the sign-up sheet. Remember, I will keep in very close contact with you about your presentation due date and will almost guarantee that you will not be asked to present sooner only later than your designated due date.

The instructor will formally grade you on your presentation delivery. The speaker's voice: use of language, volume, rate, use of pauses, vocal variety, pronouncing words clearly; use of visuals: using visuals effectively and efficiently and nonverbal communication: personal appearance, bodily action, gestures and eye contact will be assessed. In addition, some weight will be given to the organization of the presentation: introduction, body, conclusion and your use of connectives. Each member of the group is rated separately for the speaking portion of the project so be sure speaking responsibilities are equally divided. Keep in mind that grading cannot be completed when a student's speaking responsibilities are frequently shifted among members of the group and are short in duration. This will constitute 50% of your project grade.

The other 50% will be from a written paper that corresponds with your independent research and the information you have presented in class. One research paper, submitted by the group, is graded. Outlines will not be accepted. Bibliographies and the use of APA referencing are required. This is the "writing" portion of your project. Your written paper will be graded on grammar, spelling, content, organization, and referencing using APA format. Each member of the group will receive the same number of points for the written paper and thus, the feedback for the writing portion of the project will be the same for each member of the group. Given this, it is expected that work is divided equally among group members on this part of the project.

While some members of the group may very well receive the same overall grade on the project, each student is evaluated individually for speaking skills. A grading sheet will be completed for each group member to provide individualized feedback.

Being able to function as an efficient, effective member of a group is a crucial professional skill. Please alert me asap if all group members are not carrying out equivalent responsibilities for this group project. Be prepared to discuss with me what you have already attempted to rectify the problem.

### **50 points for speaking + 50 points for written portion= 100 points total**

More concisely, you will need:

- to write about a 20 minute oral presentation with at least one other student. This must include independent research with no more than **two** website references with the exception of electronic journal articles and books. You must have at least **five** references with three that are dated within the last five years.
- to orally present it, with speaking opportunities evenly divided between all members of your group (this constitutes the "speaking" portion of your project which is individually evaluated).
- to turn in a paper and bibliography that corresponds with your presentation for grading on "writing." Each member of the group receives the same number of points for the written portion. You must cite references for ideas that are not your own using APA format. When citing references, one does not necessarily have to read the references aloud when presenting orally. See guidelines for APA referencing contained in your handout book. Also, the Resource Room has copies of *Publication Manual of the American Psychological Association: Fifth Edition* which describes APA referencing format.
- to make a handout that follows your presentation. This handout must have the title of the presentation along with the members of the group printed at the top and should be a reasonable length with practical content. It must be delivered to the instructor by 12:00p.m. on the class day prior to your presentation due date. **All students in the class will be responsible for downloading these handouts from my out box (Robinson outbox) to accompany the presentations given by their peers.**

You should practice delivering your presentation a number of times prior to your presentation. If you need assistance with any aspect of your delivery, please see me prior to your presentation due date. In addition, use of any electronic equipment is solely your responsibility. Some of you may very well need to practice hooking up, loading, and executing the technology prior to your presentation due date.

**GRADE:**

Your grade in this course will be computed as follows: Grades will be assigned using the following scale:

Exam #1	25%	A	95-100	C+	77-79.99
Exam #2	25%	A-	90-94.99	C	74-76.99
Final Exam	25%	B+	87-89.99	C-	70-73.99
Project	<u>25%</u>	B	84-86.99	D	65-69.99
	100%	B-	80-83.99	E	Below 65

Be ALERTED that students must complete ALL assignments and tests required for this course. If all assignments and tests are not completed, an automatic grade of E for the course will be earned.

**FORMATIVE AND SUMMATIVE EXPERIENCES:**

To enhance learning based on student input, this course contains both formative and summative experiences. Formative experiences will include a designated question period at the start of each class to discuss information shared in previous classes. Students are encouraged to ask questions during class as well. Summative experiences will include all three exams and the project. These experiences, in conjunction with the content covered within this course, have been designed to ensure that the students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

**POP QUIZZES:**

I reserve the right to give unannounced quizzes that will be computed as bonus points added to your final exam grade.

**LATENESS:**

Missed oral presentations, without prior consultation with the course instructor, will always result in a zero for the speaking part of your project grade. If your presentation handout or the written paper are not turned in by your designated presentation time on the date due, your project grade will have 10 points deducted for each day late (weekends included). A "day" ends at 3:00p.m. I will not accept any handouts or papers that are more than **5 days** (weekends included) late. All projects turned in late must be signed, dated and timed by a secretary within the department if I am unavailable to take your project. Missed exams may be made up by consultation with the instructor **ONLY** if the student presents written notice from the Dean of Students or other official who can verify the nature of the student's absence.

**LAST BUT NOT LEAST:**

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should consult with the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin, [tbuggieh@geneseo.edu](mailto:tbuggieh@geneseo.edu)) and their individual instructor regarding any needed accommodations as early as possible in the semester.

## Spring 2008 Presentation Topics for CDS 310

- Practical Strategies for Increasing Confidence in Professional Speaking Situations
- How to Teach Paraphrasing, Rehearsal and Making Mind Pictures to Students as Strategies for Improving Memory (Step 2 of the Listening Process)
- ASHA's Position on the Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing
- The Relationship Between Reading and Phonological Disorders
- Childhood Apraxia of Speech: Children at Risk for Persistent Reading and Spelling Difficulties
- The Relationship Between Reading and Language Disorders
- Using Graphic Organizers in Reading and Writing Lessons
- Identification and Use of Free or Low Cost Internet Resources for the Planning and Execution of Reading, Writing and/or Spelling Lessons
- Motivating Students to Read and/or Write
- Strategies for Teaching Vocabulary