

**CDSc 447 Syllabus**  
**Spring 2008**

**Time/Place:** 8:30-11 a.m., Monday, 104 Frazier

**Instructor:** Robert E. Owens, Jr., Ph.D.  
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Office hours: T & Th 2-3:30 p.m. & W 8:30-11:30 a.m.

**Text:** Owens, R. (2004). *Language Disorders*, (4th ed.). Boston, MA: Allyn & Bacon

**Website:** Salt analysis at <http://www.languageanalysislab.com/training/>

- Readings:** German, D. (1992). Word-finding intervention for children and adolescents. *TLD*, 13(1), 33-50.
- Hoffman, L.M., & Gillam, R.B. (2004). Verbal and spatial information processing constraints in children with specific language impairment. *JSLHR*, 47, 114-125.
- Johnson, C. (1995). Expanding norms for narration. *LSHSS*, 26, 326-341.
- Justice, L.M., & Kaderavek, J. (2004). Embedding explicit emergent literacy I: Background and description of approach. *LSHSS*, 35, 201-211.
- Leonard, L.B., Ellis Weismer, S., Miller, C.A., Francis, D.J., Tomblin, J.B., & Kail, R.V. (2007). Speed of processing, working memory, and language impairment in children. *JSLHR*, 50, 408-428.
- Nippold, M. (1995). School-age children and adolescents: Norms for word definition. *LSHSS*, 26, 320-325.
- Norris, J. (1995). Expanding language norms for school-age children and adolescents: Is it pragmatic? *LSHSS*, 26, 342-352
- Owens, R. (2008). *Language Development: An Introduction*. (7th ed.). Boston, MA: Allyn & Bacon.
- Scott, C., & Stokes, S. (1995). Measures of syntax in school-age children and adolescents. *LSHSS*, 26, 309-319.
- Ukrainetz, T.A., Harpell, S., Walsh, C., & Coyle, C. (2000). A preliminary investigation of dynamic assessment with Native American kindergarteners. *LSHSS*, 31, 142-154.
- Yont, K.M., Hewitt, L.E., & Miccio, A.W. (2000). A coding system for describing conversational breakdowns in preschool children. *AJSLP*, 9, 300-309.

- Videos:**
1. Adolescent Language Disorders (Tape #1)
  2. Between You and Me: Facilitating Child-to-Child Communication (Tape #9)
  3. Good Talking with You: Language Acquisition Through Conversation & Now We're Talking (TAPE #34)
  4. Overcoming Children's Language Problems (Tape # 131)
  5. Smalltalk: Creating Conversations with Young Children (Tape # 119, cut #3)

In this course we will be focusing on children with a variety of language impairments. We will also discuss children who are culturally and linguistically diverse (CLD) and who may or may not have language impairments. Our approach will be a **functional** one, targeting natural learning strategies and using teachers, parents and peers as agents of change. Naturally, we will

be concerned with providing services in an *effective, ethical, legal, safe manner and reflecting Evidence-based Practice.*

**Course Objectives:**

Student will be able to:

Explain the elements of a functional language assessment and intervention program.

This objective complies with ASHA Standard III.D.

Collect and analyze at multiple levels a language sample from a preschool and a school-age child.

This objective complies with ASHA Standard III.D.

Analyze a narrative sample from a school-age child.

This objective complies with ASHA Standard III.D.

Explain the elements of an assessment of the language of an adolescent.

This objective complies with ASHA Standard III.D.

Use conversational techniques in language intervention.

This objective complies with ASHA Standard III.D.

Explain the elements of collaborative cooperative intervention in a classroom setting.

This objective complies with ASHA Standard III.D.

Assess and intervene with children with literacy impairment.

This objective complies with ASHA Standard III.D.

**Schedule:**

<i>Week of:</i>	<i>Topics</i>	<i>Assignment</i>
1-28	Introduction and Rationale	Owens, <i>Development</i> (2008) - Ch 8-12
2-4	Culture & Language Considerations Bilingual & Bidialectal Children	Text, Ch. 1, Hoffman & Gillam reading Ukrainetz et al. reading, video 1
2-11	Assessment	Leonard, Ellis Weismer et al. reading
2-18	Sampling (Systematic data collection)	Text, Ch. 2, Yont et al. reading.
2-25	Analysis of samples	Text, Ch. 3, video 2
3-3	Analysis of Samples ASSESSMENTS DUE	Text, Ch. 4 & 5
3-10	Analysis of Narrative Samples	Text, Ch. 6, video 3
3-24	Intervention	Text, Ch. 7, video 4
3-31	MIDTERM EXAM	Owens (08), Ch 8-12; Text, Ch 1-6; readings, videos 1-3
4-7	Common Intervention Targets SALT DUE	Text, Ch. 8
4-14	Literacy Intervention LESSON DUE	Nippold; Scott & Stokes; Johnson readings

4-21	Literacy Intervention	Text, Ch. 9 & 10, video 5, Norris reading
4-28	Literacy Intervention	Text, Ch 11, video 6, Justice & Kaderavek reading
5-5	LESSON DUE (Actual presentation)	German reading, Text, Ch. 12
5-12	FINAL EXAM	Text, Ch 7-12, readings, videos 4-6

**Grade:** Your grade in this course is computed as follows:

Midterm	35%
Final exam	35%
Assessments	5%
Functional lessons	20% total (10% each)
SALT Analysis	5%
TOTAL	100%

**Overall:** *Language disorders can be fascinating and complex. I hope that you will find them so. Please enter into the discussion freely. Only by questioning, relating, and challenging, can you come to fully appreciate the topic.*

### Notes

- 1) The required readings are testable and will be discussed in class.
- 2) The assessment assignment, due on **MARCH 3** is an opportunity for you to learn about 3 assessment tools by actually using them. Either with children or role-playing adults, give 3 standard language assessments. Do **not** use the actual test forms. **Make xerox copies of forms on reserve in the library for actual scoring.**
- 3) Prepare a **two functional language lessons**, one each for **APRIL 14** and **MAY 5**. Be careful to make it **as functional as possible**. Plan on fifteen minutes of instruction. For April 14, just prepare a *script* which you will perform. For May 5, prepare a lesson plan and have enough copies to distribute to each of your classmates. Lesson plan format is as follows: **Title, objectives** (Two at least), **rationale** (Use sources), **method** (How to), **teaching strategies, materials, adaptations, and bibliography**. Students will be chosen at random as your clients. You are responsible for all materials that you need for your lesson. Your grade will be based on your lesson plan and its execution.
- 4) SALT (Systematic Analysis of Language Transcripts) is a computer-based analysis method. You will work through the tutorial at <http://www.languageanalysislab.com/training/> and print results. These are due on **APRIL 7**.
- 5) After the due date, I begin subtracting points for lateness. I will **not** accept an assignment which is more than one class late.
- 6) All text and outside readings are testable unless otherwise noted.
- 7) **Bring your text to each class** because we will be using the tables.

8) 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 faculty regarding any needed accommodations as early as possible in the semester.

9) *Formative and Summative Experiences.* To enhance learning based on student input, this course contains both formative and summative experiences. Formative experiences shall include

- 1) designated question/discussion periods at the beginning of each class, and
- 2) the invitation to students to submit written questions prior to each midterm for possible inclusion in that exam. **PLEASE SUBMIT QUESTIONS BY E-MAIL. YOU WILL BE REWARDED WITH TWO POINTS PER TEST (4 POINTS PER SEMESTER)**
- 3) posted discussions on [mycourses.geneseo.edu](https://mycourses.geneseo.edu) (2 POINTS ON FINAL EXAM)

Summative experiences shall include all exams and the language sample

10) This course has been designated to ensure that students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certification of clinical Competence in Speech-Language Pathology.