



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 222 Curriculum in Relation to Language -Learning Disabilities in School-age Children.	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 12-1:15 PM	Location: Folsom Hall 2204
Instructor: Dr. Robert Pieretti	Email: rpieretti@csus.edu	Phone: 916-278-6759
Office Location: Folsom Hall 2316	Office Hours/Appointments: Please schedule office hours at the front desk in the Department of Communication Sciences and Disorders, Folsom 2316, or by calling (916) 278- 48671. Appointment times are available on Tuesdays between 3:00 and 4:00 and on Wednesdays between 2:00 and 4:00.	

Catalogue Course Description:

CSAD 222. Curriculum in Relation to Language - Learning Disabilities in School-age Children.

3 Units

Prerequisite(s): Instructor permission.

Term Typically Offered: Spring only

Language acquisition as a continuum from oral language to reading and writing, the role of the speech-language specialist in working with reading disabilities; the interactions among speech-language intervention and curricula areas including mathematics, spelling, handwriting, social studies and language arts; and various service delivery models, including collaborative consultation and learning centers.

Place of Course in Program

The focus of this 3-unit graduate course is on in-depth study of language processing, production, and application problems of the school-aged population. Current principles, methods, and materials used by Language, Speech, and Hearing Specialists (LSHS) to assess and remediate language and literacy deficits in school-aged populations will be presented. Discussions will include how the LSHS can work more closely with the core academic curriculum (including Mathematics, Spelling, Handwriting, Social Studies, and Language Arts), support literacy and language-based learning, and help students gain access to the school curriculum and meet Common Core Standards through a variety of service delivery models.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y

Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 222 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Interprofessionally identify students with varying degrees of language-based literacy problems, including students who meet criteria for inclusion in a special classroom for communicatively disabled students, in the presence or absence of concomitant areas of deficit, including processing disorders, cognitive deficits, and executive dysfunction.
2. Explain the oral to written language continuum
3. Demonstrate the role the Language, Speech, and Hearing Specialist plays in the identification and remediation of developmental reading disabilities, including dyslexia, specific comprehension deficits, and mixed decoding-comprehension deficits and their underlying core language deficits, including phonological processing and naming speed.
4. Explain and apply a four-processor model of reading acquisition and the Simple View of Reading
5. Discuss the impact of mild to severe language disabilities of students fully included in the general education classroom and create and apply appropriate curriculum-relevant strategies to support these students in collaboration with the classroom teacher and other general and special educators.
6. Discuss cultural differences among students with language-learning problems.
7. Access the Common Core Standards and apply them to goals for students with language-based reading problems.
8. Identify and demonstrate problem-solving strategies for student academic success.
9. Discuss and demonstrate how to evaluate and manage classroom behavior.
10. Discuss methods to teach students about organizational skills and to use study skills.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Exam #1; Assessing for Literacy Project/Mock IEP	
2	Assessing for literacy project/ Mock IEP	
3	Exam #1; Assessing for Literacy Project/Mock IEP; Projects	
4	Exam #1; Assessing for Literacy Project/Mock IEP	

5	Exam #1; Projects	
6	Exam #1	
7	Exam #1; Projects	
8	Exam #1; Projects	
9	Exam #1; Teaching Unit	
10	Exam #1; Projects	

Textbooks and Materials:

Required:

Goldsworthy, C.L. (2011). *Linking the strands of language and literacy*. San Diego: Plural

Ukrainetz, T. (2015). *School-Age Language Intervention*. Austin: pro.ed.

Course Requirements/Components:

Exams: One exam will be given during the semester. You will be responsible for materials covered in required readings, lectures, discussions, and handouts. The typical format for the exam will include short answer, fill-in-the-blank, T/F, matching, and short essay.

Assessing for Literacy Project/Mock IEP: You will group with 4 other students and respond to one of the client reports included in Assessing for Literacy folder you will be downloading. One of you will be the parent trying to get services for your child, one will be the SLP (or LSHS) with data supporting the presence or absence of a language based problem, one will be the school resource specialist (RSP) discussing academic testing scores in the language arts, and one will be a school psychologist explaining his or her findings. You must be present on the day your group is called to present to receive full points on this project.

ONO & Storyboard Project: You will develop an ORAL NARRATIVE OUTLINE (ONO) and Storyboard to present to the class. This is a motivating approach to expanding oral and written language in children. It requires you to develop a unit around a language-arts selection commonly used in U.S. curriculum adoptions. You must be present on the day you are called to present to receive full points on this project.

Teaching Unit Project: You and a peer will develop a unit to co-teach the class on a particular subject to a particular grade/age group. You will be taught about Mastery Teaching to prepare for this project. Start thinking now about something of interest to teach and choose a grade level you would like to teach. You must be present on the day your group is called to present to receive full points on this project.

Literacy Project: You will develop a literacy project involving oral-written language materials after studying the RAVE-O program. This is an approach to teaching literacy to students and many of its components are considered to be effective methodology for speech-language pathologists supporting literacy. You may use the same language-arts selection that you selected for the ONO and Storyboard project. You must be present on the day you are called to present to receive full points on this project.

Grading Policy:

A total of 500 points are available. Your final grade will be calculated as a % of points out of 500 points. **Any assignment/presentation submitted late will automatically drop by one grade/day late unless otherwise approved by the instructor. Points possible are assigned as follows:

Source	Points	% of Grade
Exam 1	100	20%
Assessing for Literacy Project/Mock IEP	100	20%
ONO and Storyboard Project	100	20%
Teaching Unit	100	20%
Literacy Project	100	20%

Letter grades are assigned according to the following scores

%	Letter
100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

Course Policies/Procedures:

Attendance: Professional attendance is required. Report absences to Dr. Pieretti in person or email prior to class meeting. *Students are expected to attend class.* If you are unable to attend a class I need to be informed by you by email before class begins. While I will not take roll during each class session, I will pass out a roll sheet on a regular basis. If you arrive late, please enter quietly and take your seat without disturbing the class. Let me know after class that you arrived so that I can mark your attendance as late, rather than absent. Please note that students who do not sign the roll sheet on the days it is circulated and have not emailed or called me prior to class will be counted as absent. Two (2) unexcused absences will result in your grade dropping one letter grade. Your future job depends on you being present and accounted for. Your clients and their families and your colleagues will all expect you to be present.....practice doing that now. You are responsible for all materials covered in your absence. This means that you must get any materials handed out during your missed session from a classmate, not the instructor.

Class Meetings and Participation: Lecture + discussion + observation format will be followed. Because this is a graduate seminar, discussion of relevant topics is required. Active listening and problem solving is expected. I will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented.....be prepared! All topics being discussed are “our” issues, so you must remain actively engaged. When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) are considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to think critically and actively problem solve at all times. *For this reason, exams will definitely cover material that has been discussed in class. This includes videos, review of materials, etc. Be aware that you must be “present to win” this knowledge.*

Readings: You are responsible for all reading materials assigned according to course syllabus. Because this is a graduate seminar you are expected to have completed the assigned readings prior to class time on the dates assigned so that you may participate in discussion and ask questions in a timely manner.

Make-ups: No make-up examinations or project extensions are given unless there is a documented emergency or conflict and you are able to provide written proof. Any approved make-ups will be scheduled at the end of the semester during dead week.

TENTATIVE Course Schedule/Outline:

DATE	TOPIC	Daily Presentation (PPT) and Handouts (HO) Assigned Reading (in bold)
1/21/20	Hello and Welcome. Review, of course..... Where have we been and where are we going? What's it like to have a learning disability?	Intro PPT Fat City Videos
1/23/20	Where have we been and where are we going? What's it like to have a learning disability? How does this class relate to our work in public schools (itinerant and Special Day Class-CD) and private practice?	Intro PPT Fat City Videos G CH. 1, pages 39-50
1/28/20	Who are the "fall through the crack kids?" "Learning to Read" vs. "Reading to Learn;" Why we wish we had a crystal ball.....The Common Core.	Intro PPT
1/30/20	Language-Based Reading Disabilities: Locke's Model, Information Processing, ID. Tying SLI and LLD to Literacy; Frith, Chall, Bear et al; Adam's Model; ASHA milestones	Language-Based Reading Disabilities (LBRD) PPT G CH. 4 U CH. 5
2/4/20	Where do SLPs fit in? From Speech Perception to the Umbrella and "p word"	LBRD PPT
2/6/20	Language-Based Reading Disabilities	LBRD PPT
2/11/23	Language-Based Reading Disabilities	LBRD PPT
2/13/20	More on Language-Based Reading Disabilities	LBRD PPT
2/18/20	More on Language-Based Reading Disabilities	LBRD PPT
2/20/20	Begin Assessment to determine language-based reading disabilities Assign Mock IEP Teams Review for Exam #1	Assessing for Literacy PPT
2/25/20	EXAM #1	
2/27/20	Assessment to determine language-based reading disabilities	Assessing for Literacy PPT

3/3/20	ASSESSING FOR LITERACY PROJECT/MOCK IEPs	
3/5/20	<p>Relevant Laws and Legislation</p> <p>Prevention of Developmental Reading Disabilities</p> <p>Reading to Children</p> <p><i>Treatment of Developmental Reading Disabilities (Reading, Writing, and Spelling): The Phonological and Orthographic Processors:</i></p> <ul style="list-style-type: none"> -Reading to Children -Narrative vs. Expository -Phonological Awareness -Print Awareness/Decoding/Word Attack/Morphological Awareness 	<p>Treatment, Teaching, Consultation, and Collaboration (T,T,C, &C) PPT</p> <p>G Ch. 5, pp. 131-166</p> <p>U Ch. 12</p> <p>Questions to Ask Kids When Reading HO</p> <p>Article “The Power of Narrative in the Age of Expository Text.”</p>
3/10/20	<p>PA PRACTICE IN CLASS</p> <p><i>Treatment of Developmental Reading Disabilities (Reading, Writing, and Spelling): The Phonological and Orthographic Processors</i></p> <ul style="list-style-type: none"> -Sound/symbol correspondence -Sight word recognition -Phonetic decoding/word attack 	<p>T, T, C, & C PPT</p> <p>U Ch. 13</p> <p>U Ch. 14</p> <p>PhonoAwareness HO</p>
3/12/20	<p>Katie Lambert: Oral Narrative Interactive Presentation Confirmed</p>	<p>Posted PPT</p> <p>G Ch. 6</p> <p>U Ch. 9</p>
3/17/20	<p><i>Treatment of Developmental Reading Disabilities (Reading and Writing): The Meaning and Context Processors</i></p> <ul style="list-style-type: none"> -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing 	<p>Scaffolding narrative and expository PPT</p> <p>T, T, C, & C PPT</p> <p>G Ch. 5, pp. 101-130</p>
3/19/20	Library Day	
3/24/20	<p><i>Treatment of Developmental Reading Disabilities (Reading and Writing): The Meaning and Context Processors</i></p> <ul style="list-style-type: none"> -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing 	<p>T, T, C, & C PPT</p> <p>U CH. 15</p>

3/26/20	<p><i>Treatment of Developmental Reading Disabilities (Reading and Writing): The Meaning and Context Processors</i></p> <ul style="list-style-type: none"> -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing 	T, T, C, & C PPT
3/31/20	Spring Break	
4/2/20	Spring Break	
4/7/20	ONO PRESENTATIONS	
4/9/20	<p>ONO PRESENTATIONS</p> <p><i>Treatment of Developmental Reading Disabilities (Reading and Writing): The Meaning and Context Processors and “Good Teaching”</i></p> <ul style="list-style-type: none"> -Vocabulary -Pragmatics -Figurative Language -Persuasive Language -Paragraph Writing -“Good Teaching” strategies 	<p>T, T, C, & C PPT</p> <p>UDL HO</p>
4/14/20	<p><i>Treatment of Developmental Reading Disabilities (Reading and Writing)</i></p> <p>-“Good Teaching” strategies</p> <p>Modifications/Pre-Referral Strategies</p> <p>Thinking skills, Bloom’s taxonomy; UDL</p>	T, T, C, & C PPT
4/16/19	<p><i>Treatment of Developmental Reading Disabilities (Reading and Writing)</i></p> <p>-“Good Teaching” strategies</p>	<p>G Ch. 5, pp. 166-171</p> <p>Written Language HO</p> <p>Bloom’s Questions for Language and Literacy HO and Bloom’s Activity HO</p> <p>Thinking Skills HO</p>
4/21/20	Math Instruction With Language Scaffolding	Provided HOs
4/23/20	Video Documentary	

4/28/20	Video Documentary <i>Treatment of Developmental Reading Disabilities (Reading and Writing)</i> -“Good Teaching” strategies Differentiated Instruction	Differentiated Instruction and Adapting Curriculum HO UDL HO
4/30/20	TEACHING UNIT PRESENTATIONS	
5/5/20	TEACHING UNIT PRESENTATIONS	
5/7/20	LITERACY PROJECT PRESENTATION STATIONS	
Final TBA		

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State’s Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs..

Understand When You May Drop This Course:

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic

accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.
<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 222 Curriculum in Relation to Language -- Learning Disabilities in School-age Children.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.